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ABSTRACT

Arizona's Serve-America program, administered by the Arizona Department of Education (ADE), began in fiscal year 1992-93 under the auspices of the National and Community Service Act of 1990. Serve-America links community service projects with schools and youths in grades K-12. This second annual report documents the second year of project implementation and updates the policy context in which programs are operating. It focuses on 15 sites--including both schools and community-based organizations--funded to implement community service programs during 1993-94. A pre- and post-test study investigated the relationship between "at-riskness" and "connectedness to the community." Findings indicate that the projects made considerable progress toward accomplishing proposed goals and resulted in positive outcomes for local communities and student volunteers, particularly those at risk. Some projects were more effective than others in positively influencing at-risk participants. The following recommendations are offered: (1) the ADE should continue to support community service programs; (2) the ADE should sponsor more technical assistance and evaluation training; (3) the state should expand training and assistance; and (4) further research about Arizona's effective community service projects is warranted. A total of 10 figures and 9 tables are included. Appendices contain project profiles, ADE site observations, student survey instruments, and methodological notes. Contains 46 references. (LMI)

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STUDENTS
SERVING
ARIZONA

1994 *Serve-America* Evaluation Report

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EXECUTIVE SUMMARY

Volunteerism, particularly among youth, is experiencing a renaissance across America. Young people are being encouraged to volunteer their services in local communities, to participate in community service experiences that build a sense of citizenship, increase skills, and provide educational opportunities. Along with their counterparts nationwide, Arizona's youth are responding to this renewed call to service.

Serve-America, one of four programs funded through the National and Community Service Act of 1990, links community service projects with schools and youth in grades kindergarten through twelve. Arizona's *Serve-America* program is administered by the Arizona Department of Education under the auspices of the Corporation for National and Community Service. It was designed to encourage school-age and out-of-school youth to volunteer their services to benefit their communities; provide productive, meaningful educational experiences for participants; increase the number of adults who volunteer in Arizona's schools; and emphasize coordination and linking of community agencies.

Community service can be considered both as part of education reform and "at-risk" education. As a method of providing students with educational opportunities and employability skills, along with developing leadership and citizenship, community service is aligned with the goals of the national education reform movement. Used as an instructional strategy, learning through service, (i.e., "service learning"), places value on activities that encourage students to prepare for, and reflect on, their volunteer experiences. Service learning converges with the education reform movement in seeking to change the way education is delivered and the breadth of what is taught. As part of systemic reform, community service is of particular significance in addressing the education of at-risk students. Many of the elements of service learning programs are similar to successful dropout prevention practices. As such, community service/service learning offers a creative opportunity and viable strategy to reach at-risk students.

Arizona's *Serve-America* projects provided a racially and ethnically diverse student population, many of whom were considered to be economically and/or educationally disadvantaged, with a wide range of community service/service learning opportunities. Many opportunities were the result of collaborative partnerships among educational institutions, community-based organizations/non-profits, government agencies, and businesses. Participants provided service to numerous communities and assisted diverse groups of beneficiaries. Their accomplishments during 1993-94 are considerable.

Statewide, the *Serve-America* program generated a total of nearly ***31,000 hours of community service*** in the 1993-94 program year. More than ***2,660 youth and adult volunteers*** provided services to thousands of Arizona citizens including low-income residents, senior citizens, and preschool through high school students.

Student participants were also provided with meaningful educational experiences: *Serve-America* participants spent more than ***19,000 hours in program-related learning activities***. These activities resulted in positive student outcomes, e.g., increased academic and vocational skills, earned credit, and beneficial attitudinal and behavior changes.

Serve-America projects reported accomplishing most state and individually-established goals during the 1993-94 program year. In addition, student participants were generally very satisfied with their community service experiences and recommend community service for other students.

The results of an empirical study conducted as part of the state evaluation indicate that some projects were more effective than others, particularly with respect to at-risk youth. Prior to participation in community service activities, at-risk students were less connected and involved with their communities than their non-at-risk peers. Effective projects appear to help reverse the attitudes of these at-risk students, suggesting that when implemented in a particular way, community service projects are useful intervention strategies for at-risk youth.

Evaluation activities and analysis pertaining to Arizona's 1993-94 *Serve-America* program resulted in the following four conclusions.

1) Arizona's *Serve-America* projects made considerable progress towards accomplishing proposed goals, and resulted in positive outcomes for local communities and student volunteers, particularly those at-risk.

2) Arizona *Serve-America* grantees would benefit from more training and assistance with project implementation and evaluation activities.

3) Interest in community service and service learning projects is growing, particularly in terms of training to integrate service learning into the curriculum.

4) Some *Serve-America* projects appear more "effective" than others toward positively influencing at-risk participants; however, the reasons for their "effectiveness" are not known.

In light of these conclusions, the following recommendations are offered:

- **ADE should continue to support the development and implementation of community service programs for Arizona's school-age youth, and promote its benefits for at-risk youth.**
- **The Arizona Department of Eduction should sponsor/offer more technical assistance and evaluation training to *Serve-America* grantees implementing community service/service learning projects.**
- **The state should expand training and assistance to all those interested in implementing community service/service learning projects.**
- **Further research about Arizona's "effective" community service/service learning projects is warranted.**

Student community service can alter traditional perceptions of young people. Youth are viewed as resources rather than users of resources; as active rather than passive; as providers of service instead of recipients of service; and as offering help instead of needing it. These characteristics are clearly desirable for at-risk students, and for all students.

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Chapter 1

INTRODUCTION

Arizona's *Serve-America* program, administered by the Arizona Department of Education (ADE), began in FY 1992-93 under the auspices of the *National and Community Service Act of 1990*. In spring 1993, ADE contracted with Morrison Institute for Public Policy, School of Public Affairs, Arizona State University, to design and conduct a two-year external evaluation of the Arizona programs funded through *Serve-America*. A first-year report was prepared and submitted to ADE in July 1993.[1] In addition to reporting first-year project results, the FY 1992-93 evaluation report reviewed the *National and Community Service Act of 1990* and the legislation preceding it.

This second annual report documents the second year of project implementation and updates the policy context in which programs are operating. The report focuses on fifteen sites — including both schools and community-based organizations — funded to implement community service programs during 1993-94. Evaluation findings focus on projects' student outcomes and program implementation processes and issues.

As part of the outcomes evaluation, the report describes the results of a "pre-experimental" research study designed to probe the benefits of community service for participants — especially at-risk youth. Literature on the benefits of community service for participants often cites intangible rewards (e.g., participants "feel better" about themselves). Morrison Institute researchers sought to more scientifically address potential benefits and to examine volunteer service as an intervention strategy for at-risk youth. A pre-posttest study was designed and implemented to investigate the relationship between "at-riskness" and a construct best called "connectedness to the community." These findings are presented and implications of the study are discussed.

As part of Morrison Institute's scope of work for the *Serve-America* evaluation, ADE requested a study to examine the scope of other (i.e., not part of *Serve America*) community service programs in the state. A statewide survey was developed to explore what schools are currently doing to engage students in meaningful and ongoing volunteer activities. Results of this "state-of-the-state" assessment of community service activities in Arizona schools are presented in a companion report to this document: *Community Service in Arizona Schools: A "State-of-the-State" Report* (Sandler & Vandegrift, 1994).

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[1] Sandler, L. and Vandegrift, J. (1993). *Community Service & Service Learning in Arizona: 1993 Evaluation Report for Arizona's* Serve-America *Program*. Tempe, AZ: Arizona State University, Morrison Institute for Public Policy.

Background

The emergence in the late 1980s of several congressional initiatives to support renewed national interest in community service culminated with passage of the *National and Community Service Act of 1990*. *Serve-America* is one of four categories funded through the Act, and links community service programs with schools and youth in grades kindergarten through twelve (K-12). Since 1992, the Arizona Department of Education has received $403,380 through federal grants from *Serve-America*. Administration of the *Serve-America* program was delegated to ADE's Division of Vocational Education, Comprehensive Training Unit. Through school-community agency and youth organization-community agency partnerships, Arizona's *Serve-America* program was designed to:

- encourage school-age and out-of-school youth to volunteer their services for the benefit of others in their communities;
- increase the number of adults who volunteer in Arizona's schools;
- provide productive, meaningful educational experiences for participants; and,
- emphasize coordination and linking of community agencies to avoid duplication of effort and to promote maximum utilization of local resources.

ADE mini-grants provided funding for 17 community service projects during FY 1992-93. Projects were funded in one of three categories: school-based service learning programs; community-based service programs for school dropouts, out-of-school youth and other youth; and, adult volunteer programs involving adult volunteers in schools to improve the education of at-risk students, school dropouts, and out-of-school youth.

Morrison Institute analysts evaluated the 17 projects using evaluation and reporting recommendations from the Commission on National and Community Service (CNCS), the federal board overseeing the community service act nationally. Detailed evaluation data were collected in four categories: basic demographic data; descriptions of service and learning activities; impact of service/learning activities on the community; and impact of service/learning activities on volunteers. In addition, each project was asked to provide a self-evaluation of their strengths and weaknesses.

First-year evaluation data addressed program activities conducted between February 1, 1993 and June 30, 1993. During that time, Arizona's *Serve-America* projects reported that a total of more than 3,300 youth and adult volunteers provided more than 11,500 hours of specific community service. Additionally, more than 3,200 hours were devoted to learning activities related to the community service experiences.

Concurrent with the first year of national implementation of *Serve-America* programs funded under the 1990 act, the Clinton administration began to develop its own plan for national and community service. This plan was ultimately articulated in the *National and Community Service Trust Act of 1993*, which adds new resources and components to the *National and Community Service Act of 1990*.

National and Community Service Trust Act of 1993

President Clinton challenged "a new generation of young Americans to a season of service...to change America forever and for the better" (Corporation for National and Community Service, 1993). This challenge characterizes current public sentiment towards community service, and youth service specifically. Americans of all ages and backgrounds are being urged to embrace an ethic of civic responsibility by volunteering their services in communities across the country. Young people in particular are being encouraged to participate in community service experiences that build a sense of citizenship, increase their skills, and provide educational opportunities.

The *National and Community Service Trust Act of 1993* (henceforth, the Act) has as its centerpiece the creation of *AmeriCorps*, a program to enable young people to earn higher education benefits in exchange for community service. The Act was signed into law on September 21, 1993. In conjunction with the White House Office of National Service, the Act created a new federal oversight board — the Corporation for National And Community Service — by combining two existing entities, CNCS and ACTION (i.e., the federal domestic volunteer agency). Goals of the Act are delineated in Figure 1. The Act builds on the established *Serve-America* programs by enabling agencies funded through the Corporation to:

- work with teachers and with community-based agencies to create and offer service-learning opportunities for all school-age youth;
- educate teachers and education faculty about service-learning, and incorporate service-learning opportunities into classroom teaching;
- coordinate the work of adult volunteers who work with elementary and secondary schools as part of their community service activities; and
- work with employers in the communities to ensure that projects introduce students to various careers and expose them to needed further education and training.

Figure 1

Goals of the National and Community Service Trust Act of 1993

- meet the unmet human, educational, environmental, and public safety needs of the United States, without displacing existing workers
- renew the ethic of civic responsibility and the spirit of community throughout the United States
- expand educational opportunity by rewarding individuals who participate in national service with an increased ability to pursue higher education or job training
- encourage citizens of the United States, regardless of age, income, or disability, to engage in full-time or part-time national service
- reinvent government to eliminate duplication, support locally established initiatives, and require measurable goals for performance
- expand and strengthen existing service programs with demonstrated experience in providing structured service opportunities
- build on the existing organizational service infrastructure of Federal, State, and local programs and agencies to expand full-time and part-time service opportunities for all citizens
- provide tangible benefits to communities in which national service is performed

National and Community Service Trust Act of 1993

National and Community Service Programs in Arizona

The *Serve-America* program administered by ADE is only one of several community service initiatives in Arizona that receive CNCS financial support. For FY 1993-94, at least four other state projects are known to have received funding. Additionally, a state commission for community service has been established, and plans are underway for future state activities. Each of these initiatives is summarized briefly.

Involve Now the Volunteers, Educators, and Students of Tomorrow (I.N.V.E.S.T.): Funded with a $28,000 CNCS Rural Youth Demonstration Project grant for FY 1993-94, this program is administered through the Volunteer Center of the United Way of Pinal County. Its mission is to identify and develop a core group of youth volunteer leaders within the city of Casa Grande. Goals include: providing youth ages 11-25 leadership training and service-learning opportunities; enabling youth to research community needs and resources; and, assisting youth in organizing community service projects.

U.S.—Mexico Border Volunteer Corps (BVC): The Arizona-Mexico Commission received a planning grant of $271,293 for 1993-94 to develop a program aimed at promoting binational environmental, educational, human services, health, public safety and other community development initiatives through volunteer service in the Arizona border region. The program is intended to link volunteers age 17 and older with ongoing community service efforts along the Arizona-Mexico border and eventually in other border states. The purpose of the BVC is to expand the services of existing public and non-profit organizations by providing them with trained, motivated community service workers. The planning effort was undertaken in collaboration with the Border Progress Foundation, a binational community organization that helps promote increased volunteerism and support for community improvement throughout the U.S.—Mexico border region.

American Conservation Youth Service Corps (ACYSC): The White Mountain Apache Tribe in Whiteriver received a $281,200 Youth Service Corps grant to continue conservation corps activities in FY 1993-94. The program employs several working crews (the number varies depending on the roster of projects), along with administrative personnel. All employees are hired from the White Mountain Apache communities. In addition to having a job, participants have the opportunity to take classes through Northland Pioneer College or work on obtaining their G.E.D. Past projects included a housing inventory throughout the White Mountain Apache Reservation; remodeling and repairing community buildings; and building an authentic historical Apache village. Examples of projects include construction of five houses for needy elderly on the reservation and work on a youth center for the community of Cibecue.

Student Tutorial Enrichment Program (STEP): Funded in FY 1993-94 through a $29,000 CNCS grant to Arizona State University West, this program is designed to provide an enjoyable, stimulating environment along with tutorial assistance for the children of ASU West evening students. The program utilizes students who are nearing completion of their BA degree to be tutors for the elementary school-age children of economically disadvantaged students who are just beginning their coursework at ASU West. The intended outcomes of the program include: increasing the commitment of student tutors to community service activities; decreasing the loan indebtedness of the economically disadvantaged tutors; increasing the number of disadvantaged students who can pursue a degree, and their potential to take more courses per semester; and, increasing children's academic skills and creating a positive image of the university environment.

Arizona Commission for National and Community Service: Established by the governor, this bi-partisan group represents the public, private, and community-based sectors from across the state. The commission developed Arizona's National and Community Service Initiative, a comprehensive plan for national and community service programs in the state, submitted to CNCS in June 1994. Staff from the Governor's Office of Community Programs and Public Outreach provide technical assistance and support to the commission. The commission intends to help guide the development and implementation of national and community service programs in Arizona.

Future CNCS Activities in Arizona : With the addition of Americorps funding for FY 1994-95, Arizona will benefit from expanded community service opportunities for its young people. There will also be significant benefit from national initiatives functioning in Arizona that utilize Americorps volunteers. For example, a U.S. Department of Agriculture Americorps initiative will provide a 45-person team to improve and maintain camping and recreational facilities throughout Arizona. Another Americorps national service project, Youth Volunteer Corps of America, has selected Tucson as a project site. This will place one full-time and five part-time Americorps members with the Youth Volunteer Corps of Tucson (a project which will provide volunteer service opportunities for 150 youth). A third initiative through the national Teach for America organization will provide 23 Americorps workers for the Creighton School District in Phoenix.

Chapter 2

EDUCATION REFORM, COMMUNITY SERVICE, AND AT-RISK YOUTH

Connecting Community Service and Education Reform

Volunteerism has a long and diverse track record in our nation's history (cf. Sandler & Vandegrift, 1993). What makes it so popular now? At least part of the current appeal of newer community service initiatives is their stronger connections to public education. This report has already alluded to *AmeriCorps*, the program that enables young people to exchange service for financial support toward obtaining a higher education. There are two other conspicuous connections between community service and education embedded in the newer initiatives.

One connection is apparent by examining the intent of the *National and Community Service Trust Act of 1993* in relation to other recently enacted and proposed federal education legislation such as *Goals 2000: Educate America Act*, the *School-to-Work Opportunities Act of 1994*, and the reauthorization of the *Elementary and Secondary Education Act of 1965*. Education reform legislation is grounded in the need to improve opportunities for *all* children, and especially those adversely affected by poverty and its correlates. Reform efforts target developing comprehensive and coherent *systems* to combat adverse social and economic effects on educational opportunities and achievement.

The *National and Community Service Trust Act of 1993* appears to be one part of a national vision for an integrated and coherent system to counteract the devastating effects of poverty on our nation's youth. The Act is predicated on a set of six research-based findings among which Congress notes: "Throughout the United States, there are pressing *unmet* human, educational, environmental, and public safety needs" [Public Law 103-82, Section 2(a)(1)]. Throughout the Act, community service is viewed as a means to meet such needs by delivering services in a cost-effective manner — especially to "residents of low-income communities." Community service is viewed as a vehicle for providing students with educational opportunities, employability skills, and job training. It is seen as a method to open doors for students to obtain higher education or employment. And, it is seen as a way to foster citizenship and empower youth through service with a goal to cultivate "future community leadership." All of these goals, and more, are thoroughly aligned and interconnected with the national platform for reform.

Prominent national reports include community service as an important element in education reform toward improving the quality of public schooling (Boyer, 1983; National Commission on Children, 1991; Carnegie Council on Adolescent Development, 1989). "Learning through service" is an apt motto that describes this more pedagogically-based connection between community service and education. That is, volunteer service is increasingly being used as an instructional strategy to promote students' understanding of community issues and their roles in their communities. In this context, it is referred to as "service learning."

Although experiential learning is a methodology that has been available for years, it has most often been used by schools in extra-curricular contexts (i.e., an "add-on"). Increasingly, service learning is being promoted as one component of a comprehensive curriculum (i.e., service learning classes are offered; community service projects are integrated within the academic curriculum). Service learning naturally converges with the education reform movement in seeking to change the way education is delivered (the methodology) and the breadth of what is taught (the curriculum). Along these lines, some schools and districts nationally have gone so far as to adopt community service requirements for high school graduation.

As a means of reform, community service/service learning is congruent with elements commonly associated with school improvement, e.g., student learning, school structure, and school-community relations (Kennedy Townsend, 1993). Case studies indicate that service learning complements — and often stimulates — other elements of school improvement such as interdisciplinary instruction, cooperative learning, and authentic assessment. Schools also report significant changes in roles and responsibilities of faculty and administration (StarServe Foundation, 1993).

As a curricular concept, community service/service learning develops a link between schooling and issues relevant to the community. Furnishing opportunities to think critically about personal, neighborhood, and community issues, service learning encourages the higher order thinking skills promoted as part of a reform curriculum (McPherson & Nebgen, 1991).

Some education practitioners might view initiatives to link community service activities with public schooling as yet one more special program to be tacked on to an already extensive educational agenda. In the context of national and state education reform efforts, however, community service can be viewed as just one of many vehicles for developing the connections between public education and communities that is so vital to the systemic reform agenda.

Systemic education reform legislation places considerable discretion in the hands of state and local decisionmakers to develop their own "user-friendly" strategies, although schools and community agencies are encouraged to coordinate and collaborate in serving children, youth, and families. Perhaps more than any other piece of federal legislation, the community service trust act directly supports these partnerships by connecting schools and communities. It has been suggested that the Act, "through a network of collaborations...could serve as a catalyst to connect learners, teachers, communities, and agencies around common goals for education reform and youth service" (Gomez, 1993, p. 13). Federal reform initiatives are *not* intended to place additional burdens on states or schools. Rather, the intent is to solicit and consolidate support in meeting students' diverse needs and to reduce fragmentation and the duplication of services which results in an inefficient use of limited financial and human resources.

Linking Community Service and "At-Risk" Education[2]

The previous discussion illustrates connections between community service and education. As part of a national platform for systemic reform and as an instructional/curricular strategy, community service is particularly significant in addressing the education of "at-risk" youth. This is partly because many education experts believe that reform efforts will *not* make a difference until schools deal with the many school-aged children who are "destined for school failure because of poverty, neglect, sickness, handicapping conditions, and lack of adult protection and nurturance" (Hodgkinson, 1991, p.10).

Across the nation and in Arizona, statistics are not difficult to produce that show rising numbers of children growing up in poverty and in families who find it difficult to provide nurturing and supportive environments (e.g., Bierlein & Mulholland, 1994; Kornreich, Sandler & Hall, 1992). Concurrently, dramatic increases are seen in the incidence of "risk behaviors" among youth (e.g., teenage parenthood, substance abuse, violence, suicide attempts). A prominent educational concern is how to most appropriately deliver effective education services to these "at-risk" youth and reverse the "cycle of poverty."

How does one reverse the trend of disadvantaged youngsters as consumers of services and instead encourage their role as service providers? As advocated by the Children's Defense Fund, community service "can play an instrumental role in reducing the chance of dropping out of school or other poor outcomes among participants. Given proper guidance, direction, and supervision, young people respond well to the responsibility of service and sense the value of their efforts. This in turn increases youths' self-esteem and the likelihood of their becoming productive adults" (Heffernan & Tarlov, 1989, p.5). Consider the following:

> "Everybody can be great because everybody can serve."
>
> — Martin Luther King

> "Imagine the 150 lowest-achieving students in a large rural high school — every special education student, students who have been retained one or more times, students who are in trouble with the school system or with the law, and students who are waiting to be 16 so they can drop out. Yet, [these] at-risk students are not victims; they are valued resources for the school and the community.... These 150 at-risk students...produced 600 lunches...for homeless people in Baltimore...linked with an inner-city school to provide encouragement...to younger students...and hosted the first community service conference in their school's history" (Mainzer, Baltzley & Heslin, 1990, p. 94).

For at-risk students, indeed for all students, volunteer activities are certainly viewed favorably. As a pedagogical strategy, however, "service learning" is increasingly promoted as a preferred means for implementing community service. High value is placed on service learning activities that prompt student to *prepare* for, *and reflect* on, their volunteer service. Students are encouraged to think about how academic concepts are applied in the context of community service and to think about themselves and how to care about others and their community. In its endorsement of service learning as part of the school curriculum, the Association for Supervision and Curriculum Development (ASCD, 1993) notes:

---

[2] Parts of the following section are adapted from the 1993 *Serve-America* evaluation report (Sandler and Vandegrift, 1993) and related briefing paper (Vandegrift and Sandler, 1993).

> "Initial research findings suggest that student service coupled with preparation and reflection contribute to academic learning as well as character development. Service learning is a recognized means of addressing the alarming lack of tolerance and compassion demonstrated by many students. Students today need ways of making a demonstrable, positive difference in the lives of others."

In summarizing the literature on community service and service learning, these are viewed as powerful strategies for both at-risk *prevention* and *intervention*. It is a well established fact that many adolescents confront a range of social, educational, and health transitions that place them at risk for poor educational outcomes. These risks are particularly severe for youth where family and social supports are inadequate (Price, Cioci, Penner & Trautlein, 1990; 1993). In the prevention literature, participation in community service is seen as a means to reduce poor outcomes for youth (Hamburg, 1990; Price, Cioci, Penner & Trautlein, 1990 and 1993; Schine, 1989). Recent research on youth service in connection with delinquency prevention illustrates this point of view:

> "To make a serious dent in [delinquency], we must shift our focus...to universal approaches. If young people are to develop attachments to society and to societal norms, they must be provided opportunities to participate, learn, earn, and serve their community and their country. A [national youth service program] is an effective way of providing all American youth constructive opportunities to make significant contributions to society" (Smith, 1993, p. 9).

As *intervention* strategies, community service and service learning are best understood when compared to successful dropout prevention practices. These practices include mentoring, tutoring, alternative programs and flexible scheduling, and workforce readiness and career counseling. Experiential, hands-on learning and working with responsible adults are strategies that "work" for at-risk youth. *These components are central to service learning programs*; as such, community service/service learning appears to offer a creative opportunity and viable strategy to reach at-risk students (Duckenfield & Swanson, National Dropout Prevention Center, 1992).

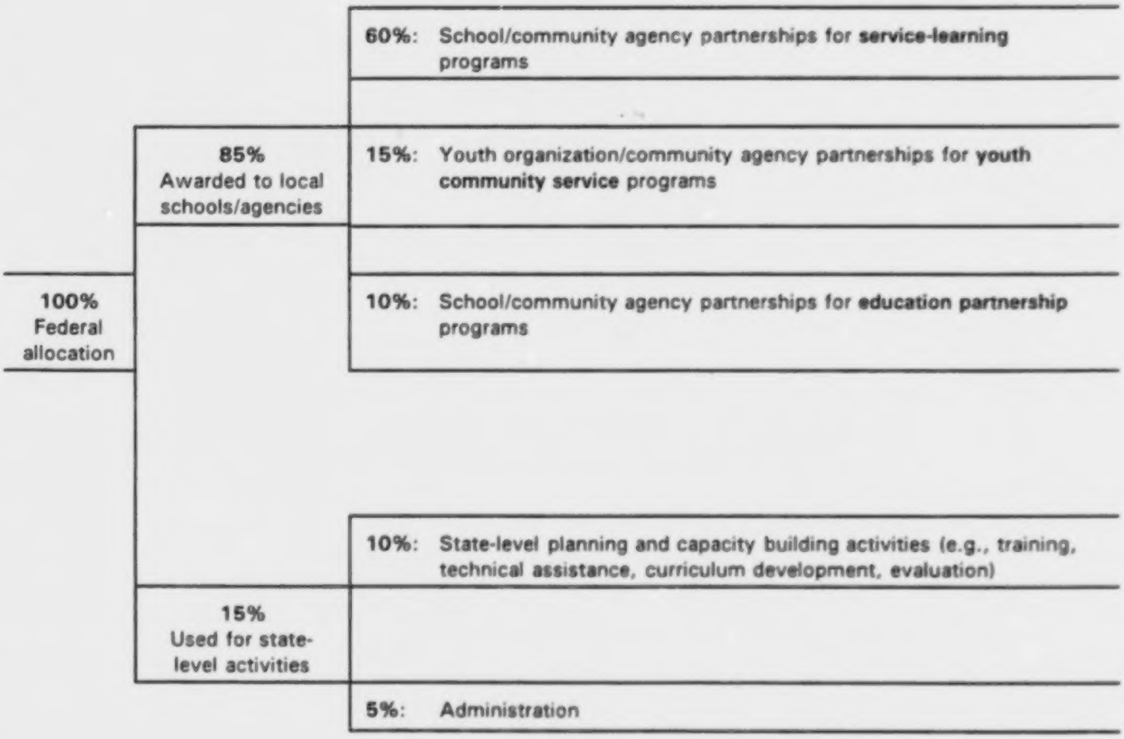
Chapter 3

ARIZONA'S *SERVE-AMERICA* PROGRAM

Overview of *Serve-America*

Serve-America is the K-12 school-based community service program funded by the Act. It provides funds for schools and community-based agencies to offer one of three types of programs: school-based service learning projects, community-based projects run by public or private non-profit organizations, and adult partnership projects. The Corporation allocates funds to state education agencies which, in turn, make grants to local applicants. The distribution of a state's allocation of *Serve-America* funds (based on the 1990 Act) is illustrated in Figure 2. As shown, 85 percent of the state's monies fund both school-based and community-based programs that involve school-aged youth in service to their communities.

Figure 2
State Distribution of *Serve-America* Funds


100% Federal allocation
85% Awarded to local schools/agencies
15% Used for state-level activities
60%: School/community agency partnerships for **service-learning** programs
15%: Youth organization/community agency partnerships for **youth community service** programs
10%: School/community agency partnerships for **education partnership** programs
10%: State-level planning and capacity building activities (e.g., training, technical assistance, curriculum development, evaluation)
5%: Administration

Arizona's Program

Since FY 1992-1993, Arizona's *Serve-America* program has received a total of $403,380. Sixteen grantees, who implemented 17 projects, were funded in FY 1992-93. One grantee implemented both an adult partnership project and a school-based service learning project.

For FY 1993-94, ADE re-funded 15 grantees, including the one site with two formal projects (for a total of 16 projects as shown in Table 1).

- Eight sites conducted K-12 school-based service learning projects administered by a local education agency, sometimes in partnership with other agencies.
- Five sites implemented community-based projects targeting out-of-school and other youth. These are run by public or private non-profit organizations.
- Three projects were adult partnership projects involving adult volunteers in schools to improve the education of at-risk students and out-of school youth.

In keeping with the national emphasis to encourage service learning activities and at the suggestion of ADE, two adult partnership programs added more formal student components to their projects during 1993-94. Student outcome data for the adult partnership projects are included in the discussions that follow.

In addition to their initial allocations, 14 of the 15 grantees received $2500 "incentive" grants to enhance project activities. Incentive monies were given to sites who volunteered to pre/posttest students as part of the state program evaluation. In the spring of 1994, projects again were allowed to apply for funding in order to extend/enhance their projects through September 30, 1994. A total of 13 grantees received funding through this amendment process. Two of the grantees used this funding to add a school-based service learning component.

For this report, data are summarized *only* for activities occurring during the 1993-94 project year (July 1, 1993 - June 30, 1994). Arizona's projects are profiled individually in Appendix A. Profiles indicate total grant monies received (FY 1992-94).

Table 1

Arizona's FY 1993-94 *Serve-America* Grantees

Grantee	Name of Project	Program Category
Arizona School-to-Work Partnership Inc.	Youth Engaged in Service	School-Based
City of Phoenix Parks, Recreation and Library Department	Recreation Internship Program	Community-Based
Junior Achievement of Central Arizona, Inc.	Junior Achievement K-6 Program	Adult Partnership
Marana Unified School District	Stay Together, Play Together	School-Based
Pendergast Elementary School District	Pendergast Trading Places Program	School-Based
Pima County Community Services	Youth Project	Community-Based
Pima County School Superintendent's Office/Pima County Adult Education	Pascua Yaqui Educational Group Effort (PYEdge)	School-Based
Santa Cruz Valley Union High School District	CHANCE	(1) School-Based (2) Adult Partnership
Scottsdale Unified School District — Saguaro High School	National Youth Leadership Center	School-Based
Southwest Community Network	Project L.E.G. (Life Education and Growth through Service)	School-Based
St. Johns Unified School District	Future Success Based on Awareness and Preparation	Adult Partnership
Tucson Unified School District	Generations Together— Chore Service for the Elderly	School-Based
Volunteer Center of Maricopa County	Youth and Student Volunteer Program	Community-Based
Volunteer Center of Tucson	Teen Volunteer Program	Community-Based
Volunteer Center of the United Way of Pinal County	I.N.V.E.S.T. (Involve Now the Volunteers, Educators and Students of Tomorrow)	Community-Based

Overview of the Arizona *Serve-America* Evaluation

All evaluation activities for Arizona's *Serve-America* program were designed and conducted with both national and state goals in mind. With respect to national goals, activities were designed to ensure compliance with the national *Serve-America* evaluation conducted by Abt Associates and Brandeis University on behalf of the CNCS. Additionally, Arizona-specific activities were conducted in response to ADE's request for more in-depth state information relevant to Arizona decisionmakers.

The evaluation of Arizona's *Serve-America* program consists of three components ranging in scope and focus. One component describes project characteristics and accomplishments. Another component focuses specifically on student outcomes and attitudes. A third component concerns the relationship between participation in community service programs and students' sense of "connectedness to the community." From a broad description of all projects to a more narrowly defined investigation of a very specific student outcome, this can be conceptualized as a tiered evaluation as shown in Figure 3.

Figure 3
Arizona *Serve-America* Evaluation

Tier 1: Arizona's *Serve-America* Projects

Focus: Broad description of all programs and their accomplishments
Data source(s): Local projects' self-reported information based on national and Arizona reporting forms

Tier 2: Project Outcomes and Student Attitudes

Focus: Description of project-specific student outcomes and student assessments of projects
Data source(s): Project proposals/formal objectives; Local projects' year-end evaluation data; Student questionnaire

Tier 3: Student Outcome — "Connectedness" to the Community

Focus: Analysis of a specific student outcome in relation to student at-riskness
Data source(s): Student pre- and posttests

Tier 1: Descriptive Information

A primary goal of the national evaluation is to describe funded programs and participants, and to document program effects on participants and on the community. Data are collected through the *Evaluation Information System* (EIS) designed to provide descriptive data on participant and program characteristics, accomplishments, and service activities in all CNCS-funded programs across the country. The national evaluation also includes an intensive evaluation of programs in five states; Arizona is not one of them.

The Arizona evaluation design is aligned with the national evaluation to every extent possible. Following the national lead, the state evaluation describes projects using self-reported data which are collected using eight reporting forms. Five forms are required for the national evaluation; three were developed by Morrison Institute analysts. The three supplementary forms were used to obtain more detailed information and participant feedback than is afforded solely by using EIS collection forms.

In October of the FY 1993-94 project year, ADE sponsored a full-day training workshop for all local project directors with much of the training provided by Morrison Institute researchers. The main purposes of the workshop were to: 1) review the scope and relationship of the national and state evaluations; 2) explain what information would be collected and why; 3) clarify key concepts underlying the reporting system; and, 4) review the forms used to collect and report information. Workshop participants were "walked through" each national and state reporting form. Chapter 4 summarizes descriptive results collected through these forms.

Tier 2: Student Outcomes

To complement descriptive information, the state evaluation design incorporated several means for more objectively examining the impact of community service participation on student volunteers. Researchers analyzed local projects' evaluation data with respect to their measurable objectives. Additionally, student outcomes were examined using instrumentation adapted from the national evaluation of *Serve-America* programs. Student participants were administered a questionnaire at the end of their community service/service learning designed to gauge program impact. Chapter 5 focuses on student outcomes.

Tier 3: "Connectedness to the Community"

Finally, a very specific study-within-a-study was designed to test a widely-held belief that community service programs help participants to develop a personal stake in their community. The Arizona evaluation of *Serve-America* projects tests this claim by exploring students' sense of personal and social responsibility. Pre-post testing was employed to determine whether students' attitudes towards the community and their sense of "connectedness" change as a result of their participation in community service projects. (This investigation is analogous to activities undertaken by the national evaluation team with their five intensive evaluation sites.)

This impact study also explores pre-posttest changes relative to student "at-riskness." The intent of this study was to determine whether there are significant differences in the change in attitudes between more and less at-risk students who participate in community service projects. This analysis was designed in response to a particular interest by ADE in examining the potential of community service programs as an intervention strategy for at-risk youth. ADE administrators wished to explore Arizona's *Serve-America* program in the context of a larger ADE strategy to develop methods for providing assistance to school districts seeking to implement comprehensive services for at-risk students. The methods and results of this pre-experimental research study are discussed in Chapter 6.

Evaluation Roles and Responsibilities

ADE retained authority to disseminate and collect all EIS and state reporting forms to and from local project directors. One exception to this concerned the distribution and collection of student pretests and posttests, which was Morrison Institute's responsibility. ADE staff, in turn, provided completed forms and other project information to Morrison Institute researchers for review and analysis. As necessary, Morrison Institute researchers contacted local project directors to clarify self-reported information.

Additionally, ADE submitted all state evaluation data to Abt Associates/Brandeis University for purposes of the national evaluation, although Morrison Institute researchers assisted in correcting and clarifying information prior to submission. ADE personnel also provided telephone and on-site technical assistance and monitoring for each *Serve-America* project. Seven site visits were conducted by ADE during FY 1993-94 which formed the basis for an appraisal of Arizona's *Serve-America* projects. This information is discussed in the summary chapter and Appendix B of this report.

Chapter 4

ARIZONA'S *SERVE-AMERICA* PROJECTS: 1994 ACCOMPLISHMENTS

Evaluation data presented in this chapter were collected through national and state evaluation forms describing:

- How local projects are organized
- How many people are providing community service, and their characteristics
- The types and hours of services provided
- The impact of the projects on the community
- The impact of the projects on participants
- Project strengths/weaknesses, based on self-evaluations

Results reported in this chapter are based on an analysis of information from 14 of the 15 grantees, representing 14 of the 16 funded projects. One grantee with two projects — Santa Cruz Valley Union High School District — did not submit usable data in time for inclusion in this report.

Project Organization

Of the 14 reported projects, eleven administering organizations (agencies with financial and management responsibility for the project) are either community organizations/private non-profits or school districts. Two projects are administered by local government agencies. One project is administered through the county schools' adult education division.

Program partners are an important organizational aspect of community service programs, since one stated purpose of Arizona's *Serve-America* program is "to coordinate and link community agencies to avoid duplication of effort and to promote maximum utilization of local resources." Projects in Arizona have formed *multiple associations* with an array of agencies, organizations, and businesses. Ten projects reported relationships between educational institutions and community-based organizations/non-profits. Five projects partnered with government agencies; three listed businesses as partners. One project linked with a professional association and another partnered with a joint business-government agency enterprise.

Nine projects characterized their partnering organizations as having substantial involvement in the management or financial support of the project. Six reported that these "sponsor/partners" donated staff member time to the project, while six other projects reported that partners provided in-kind donations.

The scope of individual projects (the project's targeted area or population) is diverse, ranging from those with a school focus to those more regional in scope (e.g., countywide projects in Maricopa and Pima counties). School-based projects range from one centered on selected classrooms to a school-wide project. Still other projects targeted specific populations, e.g., out-of-school youth and teen parents.

Participant Characteristics

Before reporting participant characteristics, it is necessary to define "participant." Definitions used in this report are taken from the national reporting system (EIS) for the *Serve-America* program (i.e., Abt Associates/Brandeis University, *Evaluation Information Systems Manual* for Subtitle B.1., July 1993). According to the EIS manual:

> ***Participants*** are individuals who provide community service and to whom in-service training and assistance is provided. Participants are those individuals with a formal and ongoing attachment to the program, not those who are involved in a single event. In *Serve-America* programs, participants may be students or out-of-school youth. Staff of the programs are **not** considered participants.

In the EIS manual, participants are differentiated from "non-participant volunteers:"

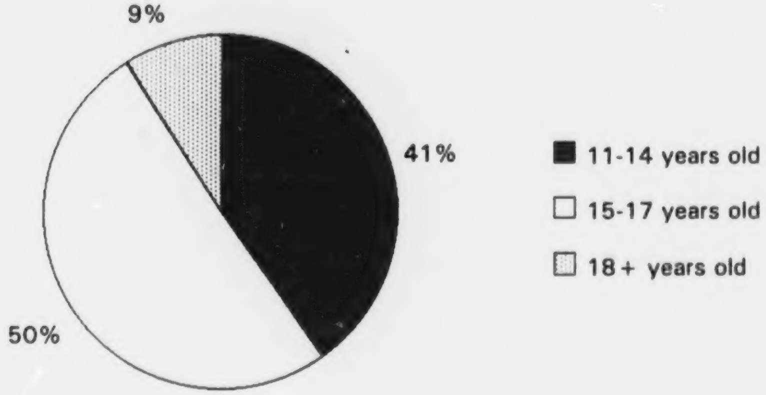
> ***Non-participant volunteers*** are individuals other than participants (or staff) who assist in the operation of community service projects, or adults who are active in Partnership/ Adult Volunteer activities. Non-participant volunteers also include individuals taking part in one-time events such as a "youth service day," or business people who provide mentoring to participants.

It should be noted that demographic information reported in this section concerns participants only. Although demographic characteristics of non-participant volunteers *are not* addressed in the report, their volunteer activities are reported later in this chapter. When non-participant volunteers are discussed, data have been aggregated for adult volunteers *and* students who participate in "one-time" events.

A total of **905 participants were reported** in the 14 *Serve-America* projects providing information. Sixty-three percent of participants were female and 37 percent were male. Thirty-eight participants (four percent) were identified as teen parents; three students were homeless. During the 1993-94 school year, eight percent of project participants (75 students) dropped out of Arizona's *Serve-America* projects either because they were expelled/suspended from school, or because they "quit or left for personal reasons."

Participants ranged in age from 11 through 21 and represented grades 7-12. Nine percent of project participants were 18 years of age or older; these were in-school potential dropouts, out-of-school youth, or retrieved dropouts repeating a grade and therefore overage. The distribution of participants by age is shown in Figure 4.

Figure 4
Distribution of Community Service Participants by Age



Arizona's *Serve-America* projects provided community service activities in a variety of geographic settings. Six projects provided services in rural communities. In one of those projects, community service activities took place on the Yaqui Indian reservation. Seven projects provided services in urban settings, and four projects served suburban locations. Presumably, the geographic distribution of Arizona's projects is one reason why they reflect the broad diversity goals of the National Community Service Acts. As defined by Abt Associates and Brandeis University, programs are ethnically homogeneous when 75 percent or more of the participants are from a single ethnic group. When this is not the case, programs are considered to have diverse representation.

Using these definitions, Arizona's programs as a whole and individually are very diverse. Arizona's *Serve-America* participants represent multiple racial and ethnic groups, with 50 percent of participants from minority groups. Moreover, 71 percent of the individual projects are culturally diverse, with more than one-quarter of their participants from two or more racial or ethnic groups.

Nearly one-quarter of project participants (24 percent) were characterized as economically disadvantaged. The proportion of economically disadvantaged participants ranged from zero (in three projects) to 100 percent (in four projects).

Participants were also described in terms of educational disadvantage. Educationally disadvantaged students include those who are eligible for Chapter 1 or special education, read more than two years below grade level, or have been retained in a grade at least once. Nearly one-fifth (19 percent) of participants were considered to be educationally disadvantaged. Two projects reported serving exclusively educationally disadvantaged students, while four projects did not report any students in this category.

Service and Learning Activities

Serve-America projects encompass two broad types of activities — services provided ***for*** participants (e.g., learning activities) and services provided ***by*** participants and non-participant volunteers (i.e., community service). This section summarizes both the learning and service aspects of program activities.

Participant Learning

A major goal of the *Serve-America* program is to create service and learning opportunities for school-age youth and to incorporate service learning in classroom activities. It is thus reasonable to expect that a considerable number of education-related hours would be reported in individual projects. In Arizona, learning activities for participants were incorporated into most *Serve-America* projects. Twelve of the 14 projects with student participants for which data were available reported a total of **19,289 hours spent in program-related classroom activities.** Services provided **for** participants are grouped in four categories: participant development, vocational education, basic education, and life skills.

Participant development includes activities designed to foster participants' awareness of themselves and their community. Nearly all projects reported classroom-related activities in this category including reflection/group discussions, leadership training, citizenship classes, and activities that promote self-esteem. These activities typify service learning.

In several instances, students began with classroom-style learning and then were given opportunities to put what they learned into action. For example, students in one project worked in small groups to design a fundraiser as part of their leadership training. They then contacted local businesses to solicit support for class service projects. In another case, students in a leadership/service-learning class participated in formal classroom instruction designed to teach them how to run their own service projects, which they then implemented. Students were responsible for project planning, proposal writing, lobbying, and public presentations. In a third project, learning and development activities took place outside a structured classroom setting: project participants — teen parents — discussed issues associated with teen pregnancy in preparation for developing a community survey.

Vocational education classes or inservices for participants are defined as those which provide instruction in job-specific skills. This category also includes work experiences used to educate participants about job requirements. Nearly all of the projects that offered activities in this category focused on career awareness, job search skills, and occupational skills training. Students in one project took part in a series of mock job interviews, while all the students involved in employment-related classroom learning in another project tested their newly-learned skills by working as student aides.

Basic education includes education in computational and language skills or GED preparation. As part of this category, dropout prevention and journal writing activities were most reported. Basic skills and literacy activities, along with tutoring, were part of the program-related classroom activities in several projects.

Life Skills include activities designed to teach personal responsibilities and management skills. The most frequent program-related classroom activities in this category focused on interpersonal skills and substance abuse prevention. Other activities in this area include parenting and family management, personal finances, and individual or group counseling. Unlike the long-term activities involved in the formal classes and training, much of the learning in life skills was accomplished through short-term workshops. One project provided workshops addressing topics including AIDS, sexual responsibility, domestic violence, and probation/child protective services.

Participant Community Service

Community service hours provided ***by*** project participants were reported in six categories: human services, "other" activities (e.g., special events and public surveys), education, conservation/environmentalism, community improvement, and public safety. Arizona's *Serve-America* **participants reportedly contributed a total of 22,198 hours of community service.** Thirty percent of all service reportedly addressed human service needs; 29 percent were spent providing "other" services; and 22 percent of service hours were directed towards education-related activities. Five to seven percent of the reported hours were spent in each of the other three service areas (see Figure 5).

A total of **6,670 hours of service were provided by participants in the area of human services.** These activities included assistance in hospitals, nursing homes, and with senior citizens; work in food banks and food drives; and activities with young children. Participants in some projects transported patients to medical appointments, while others did yard work and house cleaning for the elderly. Other students worked on events such as community blood drives.

Special events and "other" activities, such as public surveys, comprised 6,531 hours of service.[3] As dependent on the particular project, services reported in this category ranged from recreation-related activities rendered through field experiences required as part of

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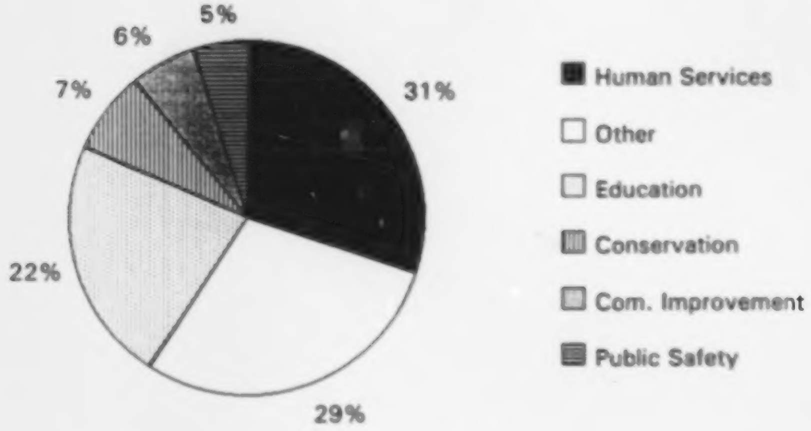
[3] Project personnel used this category for activities they felt did not strictly fit within the other major categories. However, this category also was used incorrectly at times. For example, a "youth service day" typically involves many volunteers in a variety of service activities. Some project personnel correctly reported individual student activities by category; other projects sometimes incorrectly aggregated all activities as "other." Similar reporting discrepancies were noted in other cases indicating that *all* category totals are subject to a margin of error due to reporting.

Figure 5
Community service hours by type of service



students' coursework (e.g., staffing sports events and working at a historical museum) to students volunteering as research aides and judicial assistants in city courts. Participants in one project organized a full-day leadership conference that was attended by 500 students; others compiled and disseminated a survey that addressed the causes and effects of teenage pregnancy.

Participants also provided **4,968 hours of service in education activities**. These services were frequently provided at participants' schools or at neighboring schools in the community, and included activities such as tutoring, mentoring, and instructional assistance. Tutoring and mentoring took a variety of forms, from older students providing daily one-on-one academic tutoring to younger students for a semester, to older students mentoring younger students as part of an after-school recreation program. In another project, participants taught a program curriculum focused on basic business/economic concepts and the "world-of-work" to at-risk elementary school students.

The fourth category of community service involves activities in **conservation and environmentalism, which account for 1,626 hours of participant service.** Participants in one project organized a group to help preserve the McDowell Mountains, teaching younger students about the issues, garnering publicity for the cause, and raising money. Other participants were involved in an Earth Day tree project and in recycling efforts. Environmental education was the focus for participants who taught younger students about saving the environment.

The fifth category of service reported is community improvement, involving individual or group activities designed to create or improve community facilities. Participants performed **1,309 hours in community improvement activities.** Several projects involved improving neighborhoods and public facilities through activities such as park clean-ups, a community "trash-a-thon," vandalism repair, and graffiti clean-up.

The final category — **public safety — involved 1,094 participant hours of service.** Almost all service hours in this category were reported by a project that undertook a major letter writing campaign and lobbied members of the Arizona legislature for tighter gun control laws. Participants in another project, after attending a workshop on how to combat crime, shared information subsequently used to plan and develop a public safety program.

The array of service and learning experiences illustrates many levels of participant involvement in planning and managing projects. While some projects referred participants to existing service opportunities from which they could choose, others were primarily planned and managed by students themselves. Nine projects reported some participant involvement in project design and/or management.

Non-Participant Volunteer Community Service

As noted earlier, "non-participant volunteers" include individuals who participate in one-time events (e.g., youth service days; holiday food drives), adults who assist in the operation of community service projects, and those who volunteer service through partnerships projects. It was reported that there were **1,757 non-participant volunteers** in Arizona's *Serve-America* program during 1993-94. Volunteers represented a range of ages and interests, and included K-12 students and college students, parents, senior citizens, general community residents, and representatives from businesses and non-profit organizations.

Non-participant volunteers provided a total of **8,775 hours of community service**. Service activities performed by these individuals were reported in all the major categories of service discussed above for participants, with the exception of public safety (i.e., education, community improvement, human services, and conservation/environmentalism). Forty-one percent of non-volunteer hours were in education service activities. For example, adult non-participant volunteers provided services ***for*** participants by supervising them, serving as classroom speakers or presenters, and tutoring and/or mentoring students. Hours of service reported in other service categories ranged from 12 to 19 percent. Specific services performed by non-participant volunteers mirror many of the community service activities performed by participants.

Summary

Arizona's 14 reporting *Serve-America* projects generated a total of 30,973 hours of specific community service from 905 participants and 1,757 non-participant volunteers. In addition, learning activities for *Serve-America* participants involved a total of 19,289 hours. Project participants spent 53 percent of their time in direct community service and 47 percent of the time in classroom-related hours.

Impact on the Community

By definition, all projects are intended to impact a "community;" indeed, Arizona's *Serve-America* activities involved a wide range of beneficiaries (i.e., recipients of project services). Overall, beneficiaries included students in pre-school through college, out-of-school youth, senior citizens, general public/communities-at-large, and specifically targeted "communities." Targeted beneficiaries included at-risk elementary students (to receive a specific classroom curriculum); community children (to receive swimming lessons); and children ages 5-11 in two schools (to have teen mentors/ tutors assigned to help increase academic skills and provide recreational programs).

Many elementary students were served through tutoring and mentoring. Other special projects benefitted young children. For example, student volunteers helped the Arizona Historical Society run a day camp for children. Other volunteers provided classroom assistance to brain-injured children in the children's facility.

> *"I like being with the little kids. I think it helps me bring out my best side and ensure my best side remains obvious."*
>
> – Excerpt from a student journal

Another type of "community" benefitting from service is comprised of low-income citizens. *Serve-America* volunteers did minor home repairs and clean-up for low-income community residents, and assisted in food banks that distributed food to needy families. Low-income families were also assisted through activities such as back-to-school clothing drives, canned food drives, and student-coordinated special events (e.g., a school Christmas bazaar) that raised money to buy holiday gifts and food.

> *"I feel that meeting these people [in a nursing home] and listening to their stories are helpful to anyone who goes. The people get so unbelievable joyful when someone comes to visit them...I think you should make everyone in our class...go visit these people...so they can see how life will get and how sad these people are without visitors."*
>
> – Excerpt from a student journal

Similar kinds of services benefitted senior citizens. Youth volunteers did yard work and cleaned houses for senior citizens who needed help maintaining their homes. Community service also focused on elderly residents of nursing homes. One group of students organized social activities for nursing home residents, and other volunteers visited individually with elderly residents.

Several community service activities reportedly benefitted entire communities or neighborhoods. Several projects involved students in park and neighborhood clean-ups and graffiti-removal. Other participants did repairs, painting, and clean-up for community organizations such as the Ronald McDonald House and Boys and Girls clubs.

Beyond those cited, many additional explicit outcomes were reported on a project-by-project basis (see Appendix A). A few of these serve to highlight program accomplishments:

- On a community gymnasium that was the target for graffiti and vandalism, students created a mural depicting Yaqui culture and history. The mural has curtailed further vandalism at the gymnasium.
- Students organized a school and community beautification project, collecting 50 bags of trash, planting 50 plants, trees, and shrubs, and removing graffiti from a school wall and classroom desks and chairs.
- 15,000 paperback books that had been donated to the United Way were sorted and packaged for distribution to schools, libraries, family resource centers, and jails throughout Pinal County.
- 23 students organized a party for a Mothers Day celebration for 93 elderly women at a convalescent home.

Finally, *Serve-America* project activities sometimes resulted in unanticipated benefits. Reflecting on the mural project described above, the project director talked about the collaborative experience shared among students and the many tribal departments and employees they interacted with to facilitate the work. In addition, the extent of public exposure the project received resulted in other benefits and outcomes. As reported:

> "...during the course of our project, many community members, young and old, stopped by to ask about our mural. A great deal of interest, curiosity, and concern as well as shouts of encouragement were expressed by numerous people... The student participants were looked upon by some as leaders in their community, portraying their cultural history and identity. The students were also viewed by others as educators...they were asked to explain and teach not only the mural's design, but the whole painting process as well."

Impact on Participants: Project Staff Assessments

Project staff reported a variety of personal benefits for participants that were attributed to their volunteer experiences. Students gained practical knowledge in areas such as organizational skills, goal-setting, time-management, job skills, how to do research, and public speaking. Attitudes toward authority improved, and students were reported to have made gains in their sense of responsibility, teamwork, interpersonal skills, self-esteem, self-confidence, and leadership. In discussing the impact of *Serve-America* activities on students, one staff member said that students learned to finish something they started and see the effects of their efforts.

According to staff, such personal gains made students feel that they had something to contribute to the community. Several comments focused on participants' increasing sense of "empowerment." Through community service they learned that they can make a difference. One project director said students developed confidence in their own ability to make things happen, and learned how the "system works."

Staff cited participants' broadened perceptions of society-at-large as resulting from community service. Project staff felt that students demonstrated improved attitudes towards diversity and tolerance, and that they gained empathy for others. Staff also described an increased awareness of social issues and problems, and, according to one project director, "awareness of the difficulty of easy solutions."

Finally, participation in *Serve-America* activities reportedly altered the way participants view overall service to the community. One staff member commented about how remarkable it is that so many of their students volunteer so willingly and unselfishly to help improve the community. Reflecting on the impact of community service on project participants, another person reported that "one of the students...advised me that he was only acquainted with community service resulting from getting in trouble with the law, but his whole perspective on community service was changed by his participation in the project."

Project Strengths and Areas for Improvement: Results of Projects' Self-Evaluations

This section presents the results of a qualitative analysis of staff perceptions of project strengths and areas for improvement. Staff were asked to describe the program characteristics that appeared most and least successful. They were also asked to discuss obstacles encountered.

Program Strengths

Many responses focused on specific aspects of the project in question (e.g., strengths such as the effectiveness of one-on-one tutoring; the development of an active youth advisory board). Across all projects, however, several common elements emerged as project strengths. These are discussed briefly.

Building community support: A variety of comments and perceptions related to the idea of community support for *Serve-America* projects. Staff noted strong community support for their activities as well as "community commitment" and the sense of ownership that frequently accompanies commitment. Other comments discussed project strengths in terms of helping community members realize that students care about their community and the people in it. One staff member said their *Serve-America* project helped the community to become stronger.

Positively changing participant self-perceptions: At the same time that project personnel note positive changes in community perceptions of students, several staff members felt that students liked being able to change their image with adults. Students reportedly enjoyed having adults believe in their power to do "good" in the community. One project director articulated the strength of this aspect of the projects as follows:

"[Some of our] participants are at-risk youth....Oftentimes community service is considered punishment to many of these youth and these projects help them look at community service in a different light, as doing something positive for their community."

Providing vocational skills: The provision/acquisition of vocational skills was noted as a project strength by several project directors. Staff cited as strengths the employability skills, on-the-job training, and specific occupational skills provided through both classroom learning and service activities.

Promoting partnerships: Finally, many comments from project staff referred to the development of partnership relationships among community-based organizations, public agencies, and schools, as a major project strength.

Areas for Improvement

In discussing areas for improvement, many project directors mentioned problems specific to their particular project activities (e.g., recruiting, training, and/or keeping non-participant student volunteers; program cut backs due to logistical problems). As with the analysis of project strengths, some obstacles and suggested areas in need of improvement were identified across several projects. These can be distilled as follows:

Limited staff and funding: Constraints due to limited funding were problematic for several projects. Projects had limited staff available to develop volunteer opportunities, track participants, and generally coordinate the learning and service aspects of the programs. Some projects indicated that funding for a designated service learning coordinator would be extremely beneficial. Staff and funding limitations also "spilled over" to other areas in need of improvement, sometimes affecting project operations.

Project operations/logistics: Transportation was a stumbling block for some projects. Issues included a lack of transportation for students to get to the "service site," school limitations in transporting students, and liability. Some difficulties also arose from the nature of individual projects. For example, projects that typically serve a referral function had difficulty tracking and reporting participants with whom they did not have regular contact. Other projects that were open entry/open exit in nature faced problems resulting from disparities in participants' "point-in-time knowledge."

Project timeframes: Project staff indicated that implementation timeframes and deadlines were sometimes problematic, especially when dealing with at-risk participants. In the latter case, it was pointed out that it frequently takes a long time to motivate at-risk students and to teach them the skills they need to develop and carry out service activities. An additional difficulty cited with at-risk participants was the problem of sustaining their commitment throughout the term of the project.

Chapter 5

ARIZONA'S *SERVE-AMERICA* PROJECTS: STUDENT OUTCOMES

Although a large part of the Arizona *Serve-America* evaluation consists of an analysis of descriptive information from each project, one aspect of the Arizona study focused specifically on student outcomes. This chapter looks more closely at student outcomes as a result of student participation in community service/service learning projects.

Project Objectives: A Focus on Student Outcomes

During the summer of 1993, Morrison Institute researchers reviewed each ADE-approved project's written objectives. A customized analysis of each project's objectives was prepared which entailed: 1) categorizing the objectives, 2) rewriting unmeasurable objectives to be measurable, 3) developing evaluation questions for each objective, and 4) illustrating appropriate means for measuring each objective. At the October 1993 training workshop, project directors reviewed their individual project objectives analysis with Morrison Institute and ADE staff and made final revisions as necessary. This process resulted in a number of specific project outcomes identified in Table 2.

Following national evaluation guidelines, objectives were categorized as one of the following:

- process/procedural objectives — specifying how a project will accomplish its goals
- community impact objectives — specifying results or outcomes for beneficiaries of services provided
- student-centered objectives — specifying results or outcomes for students providing community service

For the purposes of assessing student outcomes, **only student-centered objectives are considered.** Project accomplishments related to process and community objectives have been discussed in Chapter 4.

As shown in Table 2 (pages 32-33), four of the school-based and community-based projects said that student volunteers would earn high school credit as a result of participating in *Serve-America* activities. Six projects indicated participation would result in positive behavior changes for volunteers, and an increased awareness of themselves and of community problems and needs. Other proposed outcomes for students included increased academic skills, vocational skills, and other specific skills such as water safety certification.

Adult partnership projects proposed outcomes for students served *by* adult volunteers. Three specific "communities" of students were targeted to receive services — at-risk elementary school children, teen parents and at-risk high school students, and at-risk middle school students. Outcomes for these students included increased basic skills, life skills, and mastery of a specific "world-of-work" curriculum, and changes in behavior (e.g., fewer disciplinary referrals).

Accomplishments reported by project personnel indicate that many of the proposed student outcomes were achieved. The following discussion focuses on "clusters" of related outcomes, i.e., it combines information for all of the *Serve-America* projects with similar proposed outcomes. The discussion is based on projects' self-reported data, and includes outcomes for student volunteers and for students in projects served ***by*** adult volunteers. Project-by-project outcomes are described in detail in the individual project profiles found in Appendix A.

Earn high school credit

Four projects initially indicated that student volunteers would earn high school credit as a result of their *Serve America* participation. Five projects actually reported awarding high school credit. These projects reported a total of 160 students (24 percent of all participants) earning academic credit in the 1993-94 school year. Earned credit ranged from one-half credit per participant for one semester to one credit per participant for one year.

Increase basic academic skills

A total of four projects said that student participants' academic skills would increase as a result of project activities. The two school-based projects both reported achieving this objective. In one project students achieved an average grade gain of 1.12 overall as measured by the Test of Adult Basic Education (TABE). The second project reported gains in students' academic skills as evidenced by their successful development, administration, and data analysis of a community survey.

For the two adult partnership projects targeting academic gains, one project serving middle school at-risk students reported small gains in reading and math (i.e., a .122 year gain in reading; a .076 year gain in math). Another project proposing an increase in basic academic skills did not submit data early enough to be included in this report.

Increase vocational skills

Three projects proposed to increase students' vocational skills. Two projects' data were unavailable for analysis. One project did not submit data in time for inclusion in this analysis; another project's activities were scheduled to take place outside the timeframe included in this report. For the one reporting project, data indicate that participating students successfully demonstrated employability skills, as evidenced by: 1) teacher evaluations of mock employment interviews, and 2) supervisor evaluations of students in volunteer placements.

Increase other specific skills

Four grantees proposed specific "other" student skills relevant to their unique projects.

One project, proposing to increase student skills related to water safety, reported successfully accomplishing this objective. Twenty-four students were certified by the American Red Cross as water safety instructors and five were certified as lifeguards and swimming instructors. In addition, eighteen students were certified or recertified in CPR, basic lifesaving, and/or first aid.

A second project proposed to increase students' lobbying skills. This goal was not achieved. Due to a change in scheduling, a planned trip to Washington — during which lobbying efforts were to occur — was canceled.

A third project said student volunteers would learn public speaking and teaching skills as part of project activities. Project staff and teacher evaluations indicated that students successfully demonstrated these skills. The project also proposed that elementary students would demonstrate mastery of a world-of-work curriculum; this objective was reportedly accomplished, as evidenced by teacher evaluations.

A fourth project did not submit usable data early enough for consideration.

Increase awareness/change behavior

Seven projects proposed student-centered outcomes focused on increasing awareness or changing behavior. Primarily because these outcomes are difficult to measure, reported results in this category tend to be based on teacher observations and assessments. Accordingly, participants in one project were reported to have increased their self-awareness as evidenced by teacher assessments. Students' increased awareness was attributed to their participation in vocational assessment and counseling exercises which included completing education and employment plans and the TABE pretest.

Another project sought to increase students' awareness of cultural diversity issues. Students participated in school "cultural diversity teams" comprised of both students and staff. Students were judged to have increased their awareness of cultural diversity issues based on self- and staff evaluations.

In a third project, journal entries and teacher assessments of class discussions served to demonstrate increased awareness of community needs. Students in a fourth project displayed increased awareness of the needs of the elderly, as evidenced by student papers and class discussions.

Another project's activities were scheduled to take place outside the reporting timeframe for this analysis, while two projects did not submit evaluation data pertinent to their proposed objectives.

Table 2

Analysis of Program Outcomes for Arizona *Serve-America*

STUDENT VOLUNTEER PROGRAMS	**Proposed Outcomes for Student Volunteers**				
School-Based Programs	Earn H.S. Credit (Acad/Voc)	Increase Basic Academic Skills	Increase Vocational Skills	Increase Other Specific Skills	Increase/Change Awareness/Behavior
AZ School-to-Work	✓				+ Awareness of community needs
Marana	✓			Certification (Water safety)	
Pendergast			Employability		- Disciplinary Referrals
Pima County Adult Education/PYEdge		✓			+ Self-awareness (Assess & Counsel)
Santa Cruz Valley UHS (#1)			Employability		
Scottsdale	✓			Lobbying skills	+ Awareness of cultural diversity
Southwest Com. Network		✓			
Tucson Unified					+ Awareness of elderly
Community-Based Programs					
City of Phoenix	✓				
Pima Co. Community Services					
Volunteer Ctr/Maricopa Co.					
Volunteer Ctr/Pinal Co.					+ Awareness of public policy
Volunteer Ctr/Tucson					
TOTAL # PROGRAMS	**4**	**2**	**2**	**2**	**6**

Table 2

Analysis of Program Outcomes for Arizona *Serve-America* —*continued*

ADULT VOLUNTEER PROGRAMS	**Target Population(s)**	**Proposed Outcomes for Students Served by Adult Volunteers**			
		Increase Basic Academic Skills	Increase Vocational Skills	Increase Other Specific Skills	Increase Awareness/ Change Behavior
Junior Achievement[a]	Elementary children			Jr. Achievement curriculum	
Santa Cruz Valley UHS (#2)	Teen parents; At-risk students	✓		Life skills	
St. Johns	Middle school at-risk students	✓	Career exploration		- Disciplinary referrals + Attendance
TOTAL # PROGRAMS		**2**	**1**	**2**	**1**

[a] In addition to the elementary school beneficiaries and adult volunteers, Junior Achievement formally amended their project to recruit high school students as volunteers to work with elementary children. The project wrote a student-centered objective for these student volunteers: to increase their public speaking and teaching skills.

Outcomes: Student Perspectives

For this portion of the study, Morrison Institute researchers used survey questions that are part of the national evaluation of all state *Serve-America* programs. Survey questions were originally developed by Search Institute on behalf of Abt Associates/Brandeis University, the national evaluators.

Students were asked 15 questions pertaining to their satisfaction with community service programs, the extent of their involvement in the programs, and the "impact" programs had on them. These 15 questions were administered as part of a lengthier instrument given to Arizona students when they completed their respective programs.[4] Morrison Institute distributed student surveys to local project directors who administered and returned them to the institute for processing.

Local projects were asked to test a cohort of their students. Of 480 students initially participating in the pre-posttest study, 398 completed the 15-item survey of community service/service learning programs at the end of their project participation. (Program attrition and the open-entry, open-exit nature of some projects account for differences in pre- and posttest sample sizes.) As discussed in Chapter 4, students represent grades 7-12, ages ranging from 11 to 21, "at-risk" and non-at-risk youth, males and females, and an ethnically and racially diverse population.

Survey Results

The first six questions of the student questionnaire focused on students' satisfaction with their volunteer experiences, whether they felt the service they provided was helpful, and whether or not they would recommend the experience to others. For questions one through six, Figure 6 shows the percentages of students who responded positively to their experiences compared with the percentages of students who did not perceive their experiences in a positive light.

Figure 6 clearly illustrates that for questions one through five, a majority of students indicate a high degree of satisfaction and belief that their service was worthwhile. This corroborates staff reports discussed in Chapter 4. Only on question 6 were results mixed, and this item had to do with making volunteer service a requirement. Individual questions and their results are summarized briefly.

Question 1: Overall, how satisfied were you with your community service experience?

Of the students responding to this question, 377 said they were either "very satisfied" (49.4 percent) or "somewhat satisfied" (45.6 percent) with their experience. Only 20 students (5 percent) expressed dissatisfaction (15 were "somewhat dissatisfied" and 5 were "very dissatisfied").

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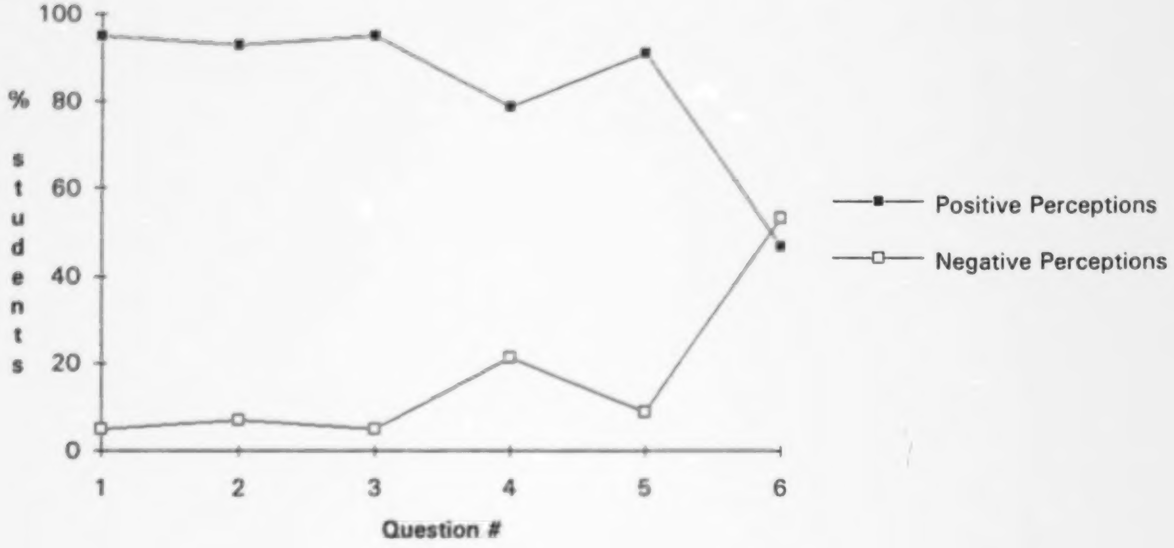
[4] Appendix C contains student surveys used in the Arizona *Serve-America* evaluation. The questions referred to in this section comprise "Section B" of the "Follow-up Student Survey."

Figure 6
Student Perceptions of Volunteer Service (N = 398)



Question 2: How helpful do you feel that the service you performed was to the community?

Of the students responding to this question, 369 said that their service was either "very helpful" (46.1 percent) or "somewhat helpful" (46.9 percent) to the community. Twenty-eight students (7 percent) felt that their service had not been helpful (i.e., 25 responded that their service was "not very helpful"; three said it was "not helpful at all").

Question 3: How helpful do you feel that the service you performed was to the individual people you served?

Fifty percent (197) of the respondents felt that their service to individuals was "very helpful." Forty-five percent (177) said their service had been "somewhat helpful." Only 21 students felt that their service was unhelpful (i.e., 18 said their service was "not very helpful"; three said it was "not helpful at all").

Question 4: Did you learn a particular skill that will be useful to you in the future?

Over three-fourths of the respondent students indicated that they *had* learned a useful skill (313 students; 78.8 percent). Other respondents (84 students; 21.2 percent) felt they had not learned a particular skill.

Question 5: Do you feel that all students should be encouraged to participate in volunteer work/community service activities?

Nine out of every ten student volunteers (360 students; 91.1 percent) recommended that other students be encouraged to participate in similar activities. Only 35 students (8.9 percent) did not feel that students should be encouraged to participate.

Question 6: Should all students be required to participate in volunteer work/community service activities?

Over half of the respondents (210 students; 53.4 percent) indicated that all students should *not* be required to participate in volunteer work/community service activities. The remaining 183 students (46.6 percent) supported such a requirement.

Questions seven through 12 dealt with the duration and kinds of experiences students had in their volunteer service programs. Results are discussed individually for each question.

Question 7: How many hours in total did you spend on your volunteer work/community service activities?

Of the students responding to this question, the frequency distribution for reported hours served is presented in Table 3. It should be noted that student estimates of time spent on community service projects are commensurate with hours of service reported by project personnel (Chapter 4, page 21).

Table 3
Hours of Service Reported by Student Participants (N = 368)

Number of hours	Number of students	% of students
Less than 25 hours	166	42.5
26-50 hours	103	26.3
51-75 hours	51	13.0
76-100 hours	24	6.1
Greater than 100 hours	47	12.0

Question 8: Did you work as part of a team (group, crew, etc.), on an individual assignment, or both?

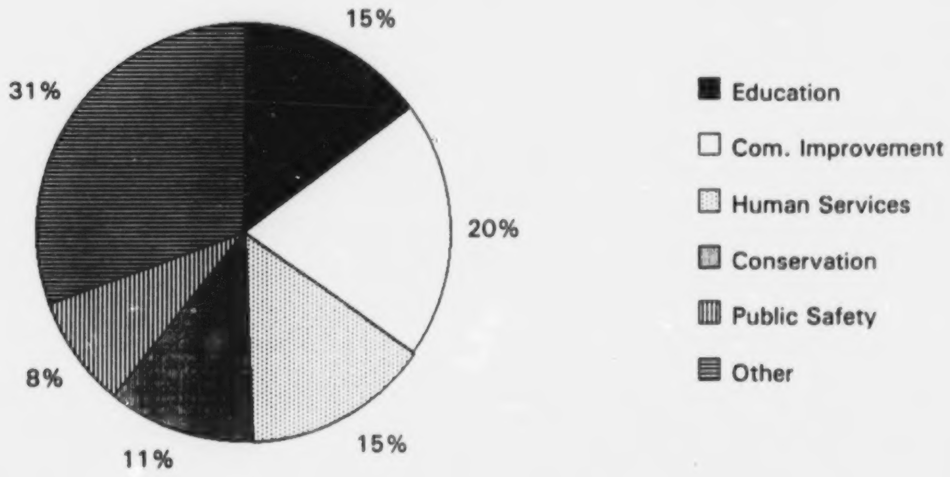
Most students reported working as part of a team (186 students, 47.2 percent) or both in a team and individually (181 students, 45.9 percent). Only 27 students (6.9 percent) said they worked individually.

Question 9: What kind of volunteer work/community service activities did you do? (Check all that apply.)

Most students reported participating in more than one type of service. By category of service, the proportion of students reporting participation is shown in Figure 7.

Student-reported participation generally reflects "top categories" of service similar to those reported by staff (Figure 5, page 22). Comparing Figure 5 with Figure 7, both students and staff report many hours of service in "other" and education services. Hours of service in the public safety category comprise the lowest percentage of reported hours by both groups. One notable difference in student and staff reports concerns community improvement (e.g., neighborhood cleanup; graffiti removal). Students report more participation in this category than staff report in terms of hours of service.

Figure 7
Community Service Participation by Type of Service



Question 10: Did you design or select your specific community service project or activity, or were you assigned an activity by someone else?

Of the students responding to this question, 241 (62.4 percent) said they were assigned to a project, while 145 (37.6 percent) said they selected their projects themselves.

Question 11: Did your volunteer work/community service experience include time set aside in class when you talked about you service experience?

About two-thirds of the responding students said they discussed their experiences in a classroom environment (254 students, 65.5 percent). The remaining third (134 students, 34.5 percent) said they did not.

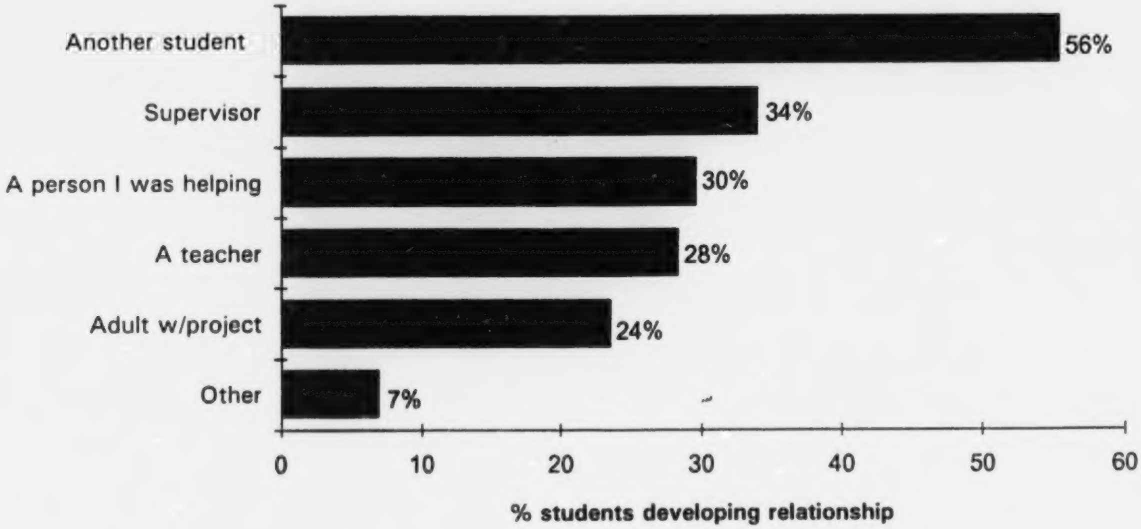
Question 12: Did you keep a journal or diary as part of your volunteer work/community service activity?

Seventy-five students (19.1 percent) responded that they did keep a log of their experience. Eight out of every ten students (317 students, 80.9 percent) did *not* keep a journal or diary of their volunteer work.

Question 13: Did you develop a really good personal relationship with someone during your volunteer work/community service activity?

Over half of the students (229 students, 58.4 percent) said that they *did* develop a good personal relationship with someone during their volunteer work. The remaining 41.6 percent indicated that they did not develop a good personal relationship. Of the students who felt that they did develop a good relationship, percentages of students reporting relationships with certain kinds of people are depicted in Figure 8.

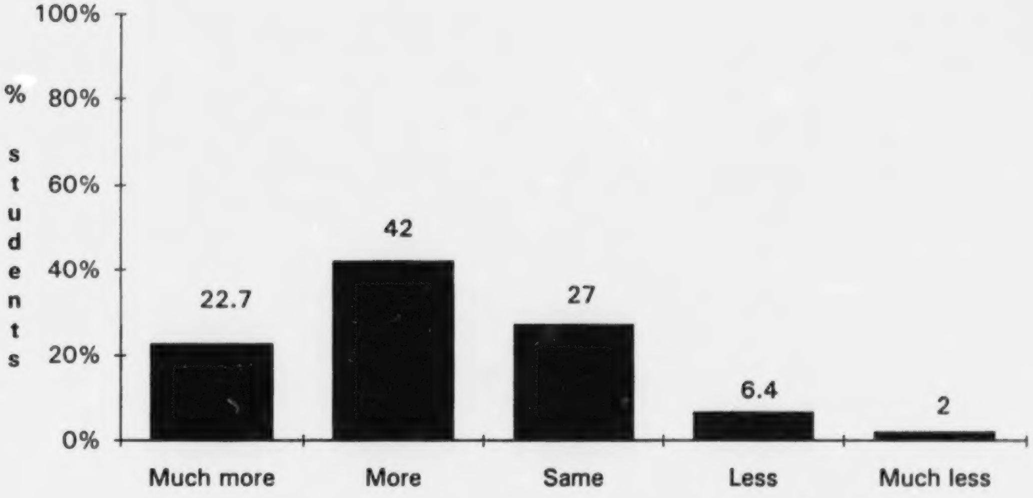
Figure 8
Student Relationships Developed as a Result of Community Service (N = 229)



Question 14: Compared to classes you've taken in school, how much did you learn from your volunteer work/community service activity?

Figure 9 shows the distribution of responses to this question and illustrates that students compared their volunteer work favorably with other classes. A majority of students (64.7 percent) said they learned either "much more" or "more" from their volunteer work than other classes. About one-quarter of the students (106 students, 27 percent) felt that they learned the same. Cumulatively, only eight percent felt that they learned "less" or "much less."

Figure 9
Students' Comparison of Learning Between Community Service and Other Classes (N = 398)



Compared to other classes, how much did you learn?

Question 15 contains 13 statements that describe volunteer work/community service activities. Students were asked to indicate how often each statement held true in describing their volunteer work/community service activities. The results of question 15 are presented in Table 4.

This table illustrates that students had an opportunity (i.e., sometimes or frequently) to engage in a number of positive experiences in their community service projects. Over half of the students felt that they frequently had real responsibilities and made a contribution to their community. A third or more of the student respondents also noted that they frequently felt challenged, had "hands-on" opportunities with a variety of tasks, made important decisions, had freedom to develop and explore their own ideas and interests, and shared their experiences with teachers, family or friends. Most students indicated that adults with whom they worked took interest in them, did *not* criticize them, and provided adequate supervision.

Although most students indicated positive experiences, roughly one-quarter expressed that they did not often have the opportunity or partake in the above activities. Almost four out of every ten students rarely discussed their experiences with teachers, indicating a possible disconnection between volunteer service and classroom activities.

Table 4
Student Perceptions of Community Service (N = 398)

	Frequently		Sometimes		Infrequently	
	n	%	n	%	n	%
I had real responsibilities.	211	54.7	117	30.3	58	15.0
I had challenging tasks.	142	36.0	154	39.1	98	24.9
I made important decisions.	144	37.1	149	38.4	95	24.5
I discussed my experiences with teachers.	132	33.5	117	29.7	145	36.8
I did things myself instead of observing.	169	43.0	144	36.6	80	20.4
I had freedom to develop and use my own ideas.	181	46.6	135	34.8	72	18.6
I discussed my experiences with my family and friends.	178	45.8	118	30.3	93	23.9
Adults at the site took a personal interest in me.	171	43.4	130	33.0	93	23.6
I had freedom to explore my own interests.	164	41.8	137	34.9	91	23.2
I had a variety of tasks to do at the site.	177	46.6	131	34.5	72	18.9
I needed more help from my supervisor.	36	9.2	86	21.9	270	68.9
Adults criticized me or my work.	37	9.4	42	10.7	315	79.9
I felt I made a contribution.	250	63.6	98	24.9	45	11.5

Discussion

Prior to implementing FY 1993-94 community service/service learning projects, local project directors identified a number of student-centered objectives specifying a variety of student outcomes. Overall, *Serve-America* projects documented achieving their goals with respect to most of their student-centered objectives. Increases in academic, vocational, and other specific skills (e.g., water safety), along with earned credit, were the most clearly measured outcomes.

While most projects also reported successful student outcomes related to changes in behavior and "awareness," supporting data were less cogent in most cases. However, as supported by anecdotal data provided by project directors, student awareness outcomes also appear to have been achieved. Staff reports therefore present a portrait of *Serve-America* projects that were generally quite successful in achieving their goals.

Student perceptions of their experiences in these projects corroborate staff reports. For example, student reports of hours spent and service by activity substantiate information reported by project personnel. Staff perceptions of students' attitudes also appear validated by student survey results. That is, a majority of student volunteers indicated personal value in having participated in these projects, based on the results of a student survey (N = 398). Notably, a substantial majority felt that they learned useful skills and learned more through community service than in other classes. This supports staff documentation of student gains in academic, vocational, and other specific skills taught in conjunction with community service activities.

Survey results provide further evidence of positive student attitudes toward their community service experiences. One testimony to this is the fact that over half of the survey respondents reported developing positive relationships with someone affiliated with the project; three out of every ten students reported developing this relationship with someone to whom they provided service.

In summary, staff and student outcome data *do* indicate that students participating in such projects not only learn, but also develop social skills and positive attitudes.

Chapter 6

A STUDY OF STUDENTS' "CONNECTEDNESS" TO THEIR COMMUNITIES: DOES COMMUNITY SERVICE MAKE A DIFFERENCE?

This chapter reports the results of a very specific "impact study" designed to test a widely-held belief that community service programs help participants to develop a personal stake in their community. As noted throughout this report, changes in student attitudes are among the most commonly cited outcomes of student participation in community service programs. In Arizona's *Serve-America* programs, staff and student reports corroborate such attitudinal outcomes. The question is whether or not *changes* in student attitudes actually occur as a result of participation in volunteer work.

The merits of community service for at-risk youth have been discussed (Chapter 2). Some have posited that youth described as "disenfranchised" will benefit especially from participating in community service. *Is* community service a particularly valuable intervention strategy for at-risk youth in terms of making them feel more connected to their community?

Overview of the Research Design and Methodology

Three basic research questions guided this impact study.

1) Is there a relationship between "at-riskness" and "connectedness" to the community? That is, are at-risk youth *really* more "disenfranchised" than their non-at-risk peers?

2) Does participation in community service make a difference in feeling connected, (regardless of at-risk status)? That is, do attitudinal changes occur in students who participate in community service programs?

3) Does participation in community service have the same attitudinal effects (if at all) for at-risk and non-at-risk populations?

A one group pretest-posttest design was employed with students from 13 of the 15 projects funded by Arizona *Serve-America*. The pretest was supplemented by a descriptive profile of student participants. Participation in the study was voluntary; one site chose not to take part. One site intended to participate, but failed to submit data.

The pretest consisted of two parts. The first was a series of questions initially developed and utilized by Morrison Institute as part of the *Arizona At-Risk Pilot Project*. This descriptive profile, or "at-risk inventory," was used to determine students' level of "at-riskness." In the *Arizona At-Risk Pilot Project*, these questions were determined to be highly descriptive, if not predictive, of students' at-risk status (Vandegrift, Bierlein & Greene, 1991).

The second part of the pretest consisted of 15 validated attitudinal measures of a construct best described as "connectedness to the community" and 20 other items measuring students' history of, and attitudes toward, involvement in the community. The same 35 items constituted the posttest measure. All pretest and posttest questions, with the exception of the at-risk inventory, were adapted from instruments developed by the national evaluation team — Abt Associates/Brandeis University — and by Search Institute on behalf of the national evaluators.[5]

Local project directors administered pretests to students enrolled in Arizona's *Serve-America* projects during fall 1993 (for fall semester and year-long programs) and in January 1994 (for spring semester programs). Posttests were administered by local project directors whenever students completed their respective programs. Completed pre- and posttest instruments were submitted to Morrison Institute. Data were processed using SAS. Descriptive statistics, correlations, and t-tests were computed for the total group and individual projects. Additional analyses (e.g., cross-tabulations) were conducted to explore specific questions which are discussed in the text. (Appendix D provides additional technical information about procedures used in this analysis.)

Student Participants

A total of 480 students from 13 sites completed the pretest and Morrison Institute at-risk inventory. Tables 5 and 6 summarize these students' characteristics.

Table 5 shows that 40 percent of the students participating in the pretest were male, and 60 percent were female. Students ranged in age and race/ethnicity. Eighteen percent of the students speak a language other than English at home and 28 percent work for pay at least part-time.

Table 6 reveals that over half the student participants live with both of their natural parents. Ten percent either live alone or in a situation other than with a parent. Roughly half of all students' mothers or female guardians have at least some college; half do not. The same holds true for fathers or male guardians. Students' parents/guardians work for the most part.

In determining "at-riskness," there are a number of correlates of this construct in the literature (cf. Vandegrift, Bierlein & Greene, 1991). On an individual basis, a student is more or less at risk depending on how many indicators are present in the student's life — the more indicators, the more at risk. As a whole, percentages of students with various at-risk indicators are shown in Table 7.

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[5] Questions comprised three sections of the *Student Survey and Profile*, used to pretest students (Sections B - D) and of the *Follow-up Student Survey*, used to posttest students (Sections C - E); see Appendix C for copies of the instruments.

(Percentages in Tables 5 and 6 were calculated based on actual number of students responding to each question. The number of non-respondents for each question is provided for reference.)

Table 5
Student Characteristics (N = 480)

Gender	**Male**		**Female**		**No Response**							
	190	40%	287	60%	(3)							
Age Distribution	**11-12**		**13-14**		**15-16**		**17-18**		**>19**		**No Response**	
	18	4%	168	35%	130	27%	145	30%	17	4%	(2)	
Race/Ethnicity	**Anglo**		**African American**		**Hispanic**		**Native American**		**Other**		**No Response**	
	164	35%	43	9%	181	39%	36	8%	43	9%	(13)	
Primary Home Language	**English**		**Spanish**		**Native American**		**Other**		**No Response**			
	379	82%	79	17%	1	<1%	6	1%	(15)			
Work for Pay	**Don't work**		**Work ≤ 20 hours/week**		**Work > 20 hours/week**		**No Response**					
	343	72%	81	17%	51	11%	(5)					

Table 6
Family Profile for Student Participants (N = 480)

Family Structure	**Mother/ Father**		**Natural Parent/ Stepparent**		**Single Parent**		**Lives Alone**		**Other**		**No Response**
	252	53%	70	15%	105	22%	15	3%	35	7%	(3)
Parent Education	**< High School**		**High School**		**Some College**		**College Graduate**		**Don't Know**		**No Response**
• Mother	99	21%	129	27%	108	23%	108	23%	27	6%	(9)
• Father	97	21%	103	22%	86	18%	130	28%	51	11%	(13)
Parent Occupation	**Not Employed**		**Laborer/ Clerical**		**Agricultural**		**Professional**		**Don't Know**		**No Response**
• Mother	128	28%	143	31%	5	1%	163	35%	23	5%	(18)
• Father	39	9%	186	41%	7	2%	176	38%	50	11%	(22)

Table 7

Percent Population with At-Risk Indicators (N = 480)

At-Risk Indicator	Number reporting	% Total
≤ C average in school	178	37%
Low parent participation	155	32%
No community involvement	123	26%
Suspended/Expelled	109	23%
Suicidal ideas/deeds	107	22%
Sibling dropout(s)	97	20%
Held back ≥ 1 grade	86	18%
Dropout/"kick-out"	54	11%
Convicted of a crime	49	10%
Work/responsibilities interfere with school	48	10%
Drugs/alcohol weekly	45	9%
Skipped school weekly	44	9%
≥ 3 schools in 2 years	36	8%
Been pregnant/Caused pregnancy	35	7%
Low parent support	29	6%
Has children	26	5%
No telephone	22	5%
Poor health	19	4%
Substandard home	11	2%
Feels unsafe at home	11	2%
In U.S. < 3 years	10	2%

Table 7 indicates that "at-risk" student participants are considered at-risk primarily on the basis of educational difficulties — low grades, a history of suspension or expulsion, having "failed" one or more grades, dropping out of school, and having siblings who have dropped out. About one-third of the students (32 percent) indicate that their parents/guardians rarely or never participate in school-sponsored activities. Over one-quarter (26 percent) indicate that they have *never* participated in an extracurricular or community activity. Other at-risk indicators apply to relatively small percentages of students. Nevertheless, about one of every ten students has been convicted of a crime, used drugs or alcohol on a weekly basis, and skipped school. Five percent have their own children.

Student responses to questions on the at-risk inventory were converted to raw scores. High raw scores indicated more at-risk indicators, cumulatively, than low scores. Researchers then operationally defined "more at-risk" and "less at-risk" on the basis of percentile scores on the at-risk inventory. The most at-risk comprised the highest quartile and signify students with multiple at-risk indicators. The least at-risk comprised the lowest quartile, indicating students with few at-risk indicators.

Results

Question 1: Are at-risk youth really *more disenfranchised than their non-at-risk peers?*

Answer: Yes, apparently so.

In this analysis, researchers explored the relationship between "at-riskness" and "involvement-connectedness." The responses of 480 students to the "at-risk inventory" and measure of "involvement-connectedness" were converted to raw scores. The SAS procedure "Corr" was used to generate correlation coefficients between the two sets of raw scores. (Note: Correlations were run between at-risk raw scores and two variations of involvement-connectedness scores — one based on the response to all 35 items and one on just the 15 validated items. The measurement of involvement-connectedness was consistent for the 35 and 15-item versions; results for the analysis of all 35 items are reported.)

The results of the correlations indicate that **the more at-risk a student, the less connected to the community**. Conversely, the less at-risk, the more connected. A correlation coefficient of .35 was obtained and is statistically significant beyond the .0001 level. This level of significance is not surprising given the large sample size (n = 480). However, the magnitude of the apparent relation (above .30) is high when compared with correlations commonly encountered in social science research.

To explore this relationship further, bivariate regressions were conducted to determine the effect of at-riskness on involvement-connectedness. Results indicate that 12 percent of the total variation in involvement-connectedness is explained by variation in at-riskness. Considering all the factors that could affect one's sense of community connectedness, it appears that at-riskness is quite influential.

Question 2: Do attitudinal changes occur in students who participate in community service programs?

Answer: Not on the whole; "Yes" in some cases.

For this analysis, researchers explored pre- and posttest changes in students' scores on the measure of involvement-connectedness. Responses were analyzed for 365 students for whom both pre- and posttest data were available; results revealed **no significant change over time** (Table 8).

Table 8
Pre-Posttest Scores on "Involvement-Connectedness"

Pretest			Posttest		
N	Mean	Std Dev	N	Mean	Std Dev
365	64.43	13.52	365	64.56	13.94

Researchers then explored pre-posttest changes on a site-by-site basis. For five of the 13 sites, statistically significant changes were found at the .05 level. For these five projects, students' scores on the posttest measure indicated a greater degree of involvement-connectedness than indicated by their pretest. The five sites showing significant differences in students' connectedness were designated as "effective" sites. They are:

- Youth Engaged in Service (YES)
  Arizona School-to-Work Partnership, Inc.
- Pendergast Trading Places Program
  Pendergast School District #92
- Pascua Yaqui Educational Group Effort (PYEdge)
  Pima County School Superintendent's Office/Pima County Adult Education
- Summer Youth Service
  Pima County Community Services
- Generations Together: Chore Service for the Elderly
  Tucson Unified School District

Question 3: Does participation in community service have the same attitudinal effects (if at all) for at-risk and non-at-risk populations?

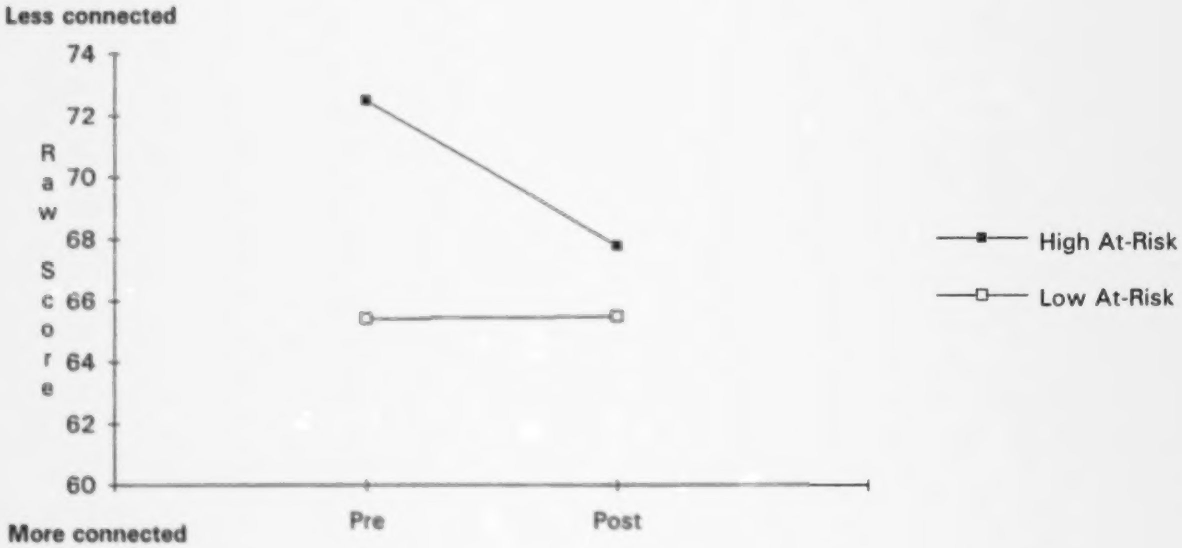
Answer: On the whole, there are no differences between at-risk and non-at-risk students — neither group reveals attitudinal changes. However, for individual projects in which attitudinal changes did occur, changes are greater for at-risk participants than for non-at-risk participants — at-risk participants became more connected.

Researchers began with a hypothesis that at-risk students would become more connected over time, having participated in a community service project. On the whole, this was not borne out by the research. No differences were found between pre- and posttest scores for more at-risk students.

However, for the five "effective" projects that produced significant changes for *all* students, significant changes were also discovered for at-risk versus non-at-risk participants. Among these programs, **at-risk students became significantly more connected than their non-at-risk peers** (.05 level of significance). At the same time, non-at-risk students became slightly less connected, although this "negative" change was *not* statistically significant (see Figure 10).

Figure 10

At-Risk Versus Non-At-Risk Students: Changes in "Involvement-Connectedness"



Having identified five "effective" projects (i.e., those in which students' attitudes changed for the better over time), researchers hypothesized that differences between effective and non-effective sites might be dependent on other variables (e.g., duration of the program; level of student satisfaction with the program; whether or not students had developed a positive relationship as a result of project participation). Therefore, a number of exploratory analyses were conducted; none revealed *statistically significant* differences. However, several trends were observed in the data.

"Duration of program" is one variable that potentially accounts for some of the observed differences between effective and non-effective programs. Both at-risk and non-at-risk students who reported spending less than 50 hours in a project had "less connected" posttest scores than did students who reported spending more than 50 hours in a project.

Students' survey results regarding program satisfaction (i.e., the 15 questions reported in Chapter 5) also illustrate some potential differences between effective and non-effective sites. Compared with students in effective programs, more students in non-effective projects tended to report that they "needed more help" than they received from supervisors (Question 15, Item k) and that adults were "critical" of them or their work.

Discussion

This study was implemented to empirically examine the relationship of student characteristics and attitudes with respect to participation in community service. Specifically, researchers investigated whether or not participation produces measurable changes in student attitudes, especially among students considered to be at risk.

For students in this study, evidence was found to support the common belief that at-risk students are more "disenfranchised" than their non-at-risk peers. More at-risk students were, in fact, less involved and "connected" to their communities than were less at-risk students.

For all of Arizona's *Serve-America* projects, students did not manifest attitudinal changes based on pre-posttest measures. Of course, there are many reasons why attitudinal changes could occur or not occur that have nothing to do with project participation (Campbell & Stanley, 1963). Nevertheless, the results of this study do not support the assumption that student attitudes automatically change for the better upon performing community service.

With all the caveats that apply, five projects did appear significantly more effective in changing student attitudes for the better than their eight companion projects. These five "effective" programs are so defined because they reveal overall positive changes (statistically significant at the .05 level) among *all* students. "All students" are comprised of both at-risk and non-at-risk subgroups. Results for effective programs show that at-risk students, in particular, become significantly more involved-connected than their non-at-risk peers. This finding supports the contention that community service "done right" is a valuable intervention strategy for at-risk youth.

What *is* community service "done right"? This is difficult to pinpoint in the context of the overall evaluation study. Morrison Institute evaluation activities consisted primarily of the review and analysis of project documents. Because of this, researchers are not personally and equally familiar with all on-site operational aspects of effective projects in comparison with other projects. Based on what is known about all projects, and what is suggested by exploratory statistical analyses, "effective" projects appear to provide longer-term, intensive, and integrated services that bear a relationship to schooling. Moreover, students in effective programs rated supervision and positive adult interaction higher than did students in other programs. Further exploration of between-site differences are warranted to try to determine more specific elements of what makes an "effective" community service program.

Chapter 7

SUMMARY AND CONCLUSIONS

The *National and Community Service Acts of 1990 and 1993* clearly strengthened and enhanced community service in Arizona. For the FY 1993-1994 funding cycle, Arizona's *Serve-America* program received a total of $199,992 used to fund 15 sites including schools and community-based organizations. During this second year of *Serve-America* in Arizona, projects made considerable strides towards accomplishing the four state goals set forth at the beginning of the Arizona *Serve-America* program. Table 9 highlights FY 1993-94 accomplishments in relation to the state goals.

Table 9
State Goals and Program Accomplishments

State Goals	1993-94 Program Accomplishments
Goal 1: Encourage school-age and out-of-school youth to volunteer their services for the benefit of others in their communities.	Some 2,662 youth and adult volunteers provided nearly 31,000 hours of service to Arizona's communities. Student participants (ages 11-21) represented diverse racial/ethnic groups; nearly one-quarter percent were identified as economically disadvantaged. Thousands of Arizona citizens — including low-income residents, senior citizens, and preschool through high school students — benefitted from volunteer services.
Goal 2: Increase the number of adults who volunteer in Arizona's schools.	
Goal 3: Provide productive, meaningful educational experiences for participants.	Participants spent more than 19,000 hours in program-related learning activities, resulting in student outcomes including increased academic skills, vocational skills, and earned credit, as well as positive attitudinal and behavior changes.
Goal 4: Emphasize coordination and linking of community agencies to avoid duplication of effort and to promote maximum utilization of local resources.	Projects formed multiple associations with an array of partners: ten projects developed relationships with educational institutions and community-based organizations/non-profits; five partnered with government agencies; three had business partners; and one linked with a professional association.

Summary of Findings

Overall, Arizona's *Serve-America* projects recruited racially and ethnically diverse participants, many of whom were considered to be economically and/or educationally disadvantaged. Participants provided service to a wide range of communities and assisted diverse groups of beneficiaries. In providing service, projects partnered with community organizations, businesses, and a variety of public and private agencies. These partnerships resulted in the development of a significant cadre of volunteers who delivered a considerable amount of community service. In addition, participants engaged in a substantial amount of learning and development activities.

Participant involvement in the planning and management of projects varied, as did the number of hours of community service provided by each participant. This is reflective of the diverse nature of the projects funded through *Serve-America* grants. Some projects focused on placing students into the community in a variety of volunteer jobs, while others followed a course of action that involved planning, implementation, and reflection activities. Still other projects integrated service into the school's curriculum. These variations represent different ways of infusing service throughout schools.

On the basis of self-reported data, projects accomplished most state and individually-established goals. And, on the whole, student participants were highly satisfied with their community service experiences. Most participants advocate community service for others.

An empirical study of participants' attitudes showed that not all projects were equally "effective" in influencing student perspectives. Some projects were measurably more effective than others — particularly with respect to at-risk youth. In the empirical study, at-risk students were less connected and involved with their communities than their non-at-risk peers prior to participation in community service. Effective projects appear to help "turn around" these at-risk students' attitudes. This suggests that when implemented in a certain way, community service projects are useful intervention strategies for at-risk youth.

Additional Observations

As evidenced throughout this report, Arizona's *Serve-America* projects have benefitted both volunteers and communities. In addition to the anticipated benefits of student community service, projects frequently experienced ***unanticipated consequences and benefits***. For example:

- Interested students in one project formed a youth volunteer advisory board. This board disseminated youth volunteer information to 98 high schools in Maricopa County, and is generating a youth volunteer network.
- A project that did not plan to have "non-participant volunteers" reported that some 200 youth and adults became involved in project activities, contributing more than 1800 hours of service as "non-participants."

Other projects experienced *planned "ripple effects"* as a result of older students working with younger ones. To illustrate:

- Student participants in a high school leadership class each spent one hour a day for a semester teaching a specific "youth in philanthropy" curriculum to 130 middle school students. The younger students then took their new knowledge and planned two service-learning projects, one involving homeless children, and the other focusing on the preservation of the McDowell Mountains.

- Teen mentors, as part of an after-school recreation program for younger students, organized a school/community beautification and clean-up in which the younger students volunteered *their* time do community service.

These "ripple effects" of funded projects imply a much greater impact of community service projects and program dollars than can be measured objectively. Unanticipated benefits and ripple effects are only a part of the story behind Arizona's *Serve-America* projects. Other commentary is derived from both ADE and evaluator perspectives, shared below.

Observations from site-visits

One appraisal of Arizona's *Serve-America* program comes as a result of ADE technical assistance and monitoring activities. Site visit findings are consistent with project staff and student assessments cited throughout this report (Appendix B). ADE staff concluded that projects offer several "promising possibilities" for others. For example:

- Projects appear promising as alternative programs for at-risk youth.

- Project activities appear valuable as strategies for improving educational achievement.

- Projects engender attitudinal changes for participants.

ADE staff also highlighted positive effects for the staff of Arizona's *Serve-America* projects. Several projects were described as having come to understand the distinction between community service and service learning. More importantly, having recognized the potential of service learning, several projects expanded and enhanced their activities to implement this format and integrate community service into the academic curriculum.

Finally, ADE staff offered a suggestion for project improvement. It was felt that many projects result in "indirect" student learning in a variety of skill areas; i.e., student outcomes in these areas are not formally documented either in the project's formal objectives or local evaluation. Such indirect learning includes basic skills (e.g., reading, oral and written communication), thinking skills (e.g., decision-making; problem-solving), social and interpersonal skills (e.g. working with others of diversity), and occupational competencies (e.g., such as those encompassed by the U.S. Department of Labor's SCANS report — Secretary's Commission on Achieving Necessary Skills). It was suggested that project staff would benefit from training on simple ways to document attained SCANS skills and other competencies.

Evaluator observations

Because most of this evaluation relied on self-reported data, observations offered below are primarily the result of extensively examining project paperwork and conversing with project personnel regarding paperwork. The discussion focuses on problem areas in terms of reporting as well as on "promising signs" of progress in implementing community service/service learning programs.

Problematic reporting issues: During this second *Serve-America* program year, national and state evaluation requirements necessitated the collection of a great deal of data at the project level. For the most part, projects responded in a timely fashion. Project staff demonstrated responsibility in the sense that they clearly attempted to meet reporting requirements; nevertheless, there were inconsistencies in the way data were reported.

Despite fall training on the EIS and state reporting instruments, there was still some confusion about "who and what got reported where and how." While many projects were consistent in reporting information on related national and state forms, others were not. As a result, Morrison Institute analysts spent considerable time aligning national and state data sets at the individual project level.

In part, some reporting difficulties can be attributed to the reporting timeframe. Unanticipated delays (both national and state) in processing project paperwork created a tight timeline in which project staff had to respond with information for the entire year. Overall, project directors are to be commended for working diligently with researchers to correct problems with reported data.

Promising signs: Beginning with the review of their "FY 1993-94 Project Objectives Analysis" at the fall workshop and extending into the program year, some projects that did not originally include student-centered or service learning objectives added them. This expanded the scope of project activities and underscored the increasing awareness of the benefits of student service learning.

Recognition of the strength of partnerships and the value of collaborative efforts also appears to be increasing as a result of the pairing of community-based organizations (CBOs) and schools through *Serve-America* activities. For example, one CBO grantee reported spending "countless hours providing technical assistance...We have trained teachers in volunteer service opportunities and referred numerous students to volunteer positions..referred to us by classroom teachers who have established community service requirements in their classes." As part of another grant, a CBO is planning to work with select teachers to integrate a national youth service curriculum into a school district's regular classroom curriculum. The project director indicated that this would not have been possible, nor the potential even explored, had it not been for the *Serve-America* grant and the "planting of seeds" for this to happen.

For their part, ADE reinforced the importance of providing opportunities for professional networking and learning related to community service and service learning. The ADE Comprehensive Training Unit, in partnership with the Arizona Association of Secondary School Principals, Quest International, the National Youth Leadership Council, Lions Club, and the U.S. Drug Enforcement Phoenix Field Division, co-sponsored the first "Arizona Youth in Action" conference on September 15, 1993. The conference allowed youth agency personnel, leaders, and members of volunteer/service organizations to come together to learn about new opportunities resulting from the national service learning movement. Special emphasis was placed on collaboration with schools to fully utilize the volunteers generated by the national service movement and recent legislation.

Conclusions and Recommendations

Four fundamental conclusions can be drawn as a result of FY 1993-94 ADE and evaluation activities pertaining to Arizona's *Serve-America* program. Recommendations are made in light of these conclusions.

Conclusion #1: Arizona's *Serve-America* projects are doing well, making considerable progress towards accomplishing proposed goals and resulting in positive outcomes for student volunteers and local communities. Projects reported accomplishing most state and individually-established goals, and on the whole, student participants reported positive outcomes. Beneficial outcomes were also described by project staff and confirmed in observations by ADE staff. In addition, preliminary empirical data suggest that community service projects are useful strategies for at-risk youth. Finally, a substantial number of Arizona citizens and communities have benefitted from a wide range of community service activities performed by *Serve-America* volunteers.

> **Recommendation: ADE should continue to support the development and implementation of community service programs for Arizona's school-age youth, and promote its benefits for at-risk youth.**

Conclusion #2: Arizona *Serve-America* grantees would benefit from more training and assistance with project implementation and evaluation activities. Regarding project implementation, several *Serve-America* grantees are interested in (or are in the process of) working towards better integrating service learning into their project activities. This focus reflects both state and national priorities. Training and assistance in service learning integration is necessary to help both those "getting started" as well as those who are further along and want to expand their projects.

In terms of evaluation training, fall and spring workshops are recommended. While the FY 1993-94 fall training workshop was helpful, project staff could benefit from a second evaluation training workshop in the spring as a "refresher." An area in need of refinement that emerged from the preparation of this report is to work with projects to understand the alignment between state and national evaluation instruments and to assist them in reporting data in a consistent fashion. Hopefully, national reporting activities will be staggered next year; a spring workshop would enable evaluators and ADE staff to make "mid-course" corrections if necessary.

An additional workshop would also allow time for assistance in other areas. For example, some projects encountered obstacles as they began to implement planned activities. They have undoubtedly garnered some "helpful hints" that might aid other projects. Additional sharing of information, experiences, and expertise among *Serve-America* project staff would probably be mutually beneficial and could be included as part of the ADE workshops.

> **Recommendation: ADE should sponsor/offer more technical assistance and evaluation training to *Serve-America* grantees implementing community service/service learning projects.**

Conclusion #3: Interest in community service and service learning projects is growing. Particularly in terms of training to integrate service learning in the curriculum, not only have *Serve-America* grantees expressed interest, but so have other schools. Evidence for a statewide interest in training is indicated based on the results of a companion report to this document: *Community Service in Arizona Schools: A "State-of-the-State" Report* (Sandler & Vandegrift, September 1994).

To its credit, ADE plans are already underway to sponsor a service learning conference in fall 1994. Since schools and projects are at "different places" in terms of their knowledge of service learning techniques, this conference should be beneficial for participants. Beyond this conference, however, individual projects and schools could undoubtedly benefit from continued technical assistance as they begin to implement service learning activities.

> **Recommendation: The state should expand training and assistance to all those interested in implementing community service/service learning projects.**

As a "footnote" to the first three recommendations, it is clear that as community service/service learning continues to be part of the national agenda, increasing numbers of schools and community-based organizations will express interest in training and technical assistance activities. As has been discussed previously, service learning can be considered a valuable component of education reform activities.

A state-level staff person could significantly advance the implementation of service learning in Arizona schools by providing information, training, and technical assistance to school and districts, and marshaling additional financial and community support to advance state implementation efforts. It would be advantageous to have a full time, state-level service learning coordinator. Perhaps initial support for this type of position could be pursued through CNCS funding.

Moreover, some *Serve-America* project directors and staff members have considerable expertise in the area of student service learning. These individuals should be recruited to facilitate training and/or provide follow-up assistance in order to help fill the demand for technical assistance.

Conclusion #4: This evaluation study has identified some projects that appear more "effective" than others toward positively influencing at-risk participants. What is not known is why this is so.

> **Recommendation: Further research about Arizona "effective" community service/service learning projects is warranted in order to identify specific program elements and/or strategies that might benefit other educators interested in community service as an intervention strategy.**

In closing —

Whatever their types of activities, levels of student involvement/engagement, or number of participant hours of service, Arizona's *Serve-America* projects illustrate a "paradigm shift" afforded by youth service and service learning. That is, the traditional conceptualization of youth as users of resources shifts to youth *becoming* resources. Youth move from being passive to being active; from recipients of service to those who provide service; from people viewed in need of help to people viewed as those who offer help (National Youth Leadership Council, 1990). Clearly, these descriptions of youth engaged in service mesh with the type of "learners" that educators and the public hope will emerge as a result of education reform efforts. Undoubtedly, these outcomes would be welcome for at-risk students, and for *all* students.

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APPENDICES

APPENDIX A:

ARIZONA'S *SERVE-AMERICA* PROFILES

This appendix profiles the 16 projects implemented by the 15 *Serve-America* grantees funded in FY 1993-94. Profiles are listed in alphabetical order **by the sponsoring school district and/or agency**. Each profile provides the name of the project and sponsor, followed by a summary of the project, excerpted from narrative descriptions submitted by projects in national evaluation reporting forms. The project description is followed by a brief status report that summarizes demographic information about participants; describes learning activities and service activities and their impact on the community; and includes a staff assessment of student participation. Information about learning and service activities is summarized from self-reported data submitted by projects as of May 31, 1994.

In addition, each profile shows the total funding (FY 1992-94) the project has received through Arizona's *Serve-America* program, based on ADE records.

Project Type: School-Based
Total Funding: $19,500

▶ YOUTH ENGAGED IN SERVICE (YES)
Arizona School-to-Work Partnership, Inc.

Project Description

Arizona School-to-Work Partnership, Inc. (ASWP) is a community-based nonprofit corporation providing a school-to-work program for at-risk high school seniors. Programs take place at two public suburban high schools: Deer Valley Vocational/Technical Center in the Deer Valley Unified District and Tolleson High School in the Tolleson Union High School District.

The program takes place during the regular school year. As part of the classroom activities, community service projects are planned each semester. Planned projects include blood drives, "adopt a family" during the holidays, food drives, and other projects in which the students indicate an interest.

Classroom learning takes place in the way of hands-on experiences in leadership, teamwork, and decision making skills. Students must utilize and/or develop math, writing, research, communication and public speaking skills as well as journal or news writing and interpersonal skills. Increased self-esteem is a very positive benefit from the activities. Students work together as teams to determine what projects they will undertake, and plan, coordinate and carry out those projects. Some projects require public speaking and public relations skills since students go around to classes to solicit interest in projects.

The "fit" between classroom activities and community service include: teaching young people the value of helping others, skills learned in planning and carrying out projects, and participants' satisfaction from helping others who are less fortunate. The program is of value to the students because it increases their community awareness and supports their development as contributing citizens in the community.

The project participants are 60 high school seniors from "school-to-work transition" classes at Deer Valley Vocational/Technical Center and Tolleson Union High School. All the students exhibit barriers to employment and success. Non-participant volunteers include adults at the community organizations in which students volunteer, and other community volunteers. Beneficiaries include local community families, residents of nursing homes, and more than 400 individuals who will benefit from the goal of over 100 pints of blood donated (each pint of blood has the potential to benefit 4 individuals).

Proposed project objectives were:

1) By the end of the school year, 60 students will have participated in the design and implementation of at least one community service project;

2) By the end of the school year, all 60 students will have demonstrated awareness of community service needs and the personal benefits associated with community service; and,

3) By the end of the school year, a minimum of 85 percent of students enrolled in the Arizona School-To-Work transition class will have successfully completed the requirements of the course (which integrates community service).

FY 1994 Status Report

Participant Characteristics

The project served 61 participants, of whom 31 were ages 15 -17; 30 participants were 18 years or older. Thirty participants were male and 31 were female. Three participants were teen parents, and one was homeless. These in-school potential dropouts included 59 educationally disadvantaged students; 38 students were also economically disadvantaged. Participants were comprised of all racial/ethnic groups. Twenty-six participants (43 percent) were White, and 30 (49 percent) were Hispanic. The project also had participants from African American, American Indian, and Asian racial and ethnic groups.

Learning Activities

Participants spent a total of 360 hours in program-related classroom activities. Examples of the four reported learning activities follow.

- Each of the 61 students received a minimum of 3 hours of self-esteem enhancement in assignments designed to help them reflect on themselves, their abilities, and their potential.
- Each student spent a minimum of 2 hours completing basic education skills in direct relation to their community service. Students wrote letters, prepared project budgets, kept journals, and engaged in reflective writing.

Service Activities and Community Impact

Participants provided a total of 1058 hours of community service in the area of education. Examples of the six reported service activities follow.

- Sixty-eight participants worked approximately ten hours each on coordinating fall and spring community blood drives. They recruited a total of 125 blood donors who gave 102 units of blood, credited for impacting 408 lives.
- Twenty-three students spent 4 hours each making greeting cards, decorating, and baking, in preparation for a Mother's Day celebration at a convalescent home. Some 93 elderly women attended the event.

Staff Assessment of Student Participation

Staff reported that participants gained empathy for others less fortunate than themselves, and most participants expressed a sense of inner satisfaction. Participants also gained personally in their development of teamwork and leadership skills, and written, oral, and interpersonal skills.

Project staff commented about the difficulty of being "equally successful each year and having the same success at each school." Each year and each school has a different group of students, some of whom really "get into" community service, and others who struggle with commitment.

◄ ►

Additional funding was made available by the Arizona Department of Education to extend project activities through September 30, 1994. The contract amendment was for the purpose of "expanding or enhancing" *Serve-America* projects. As a result of the additional funding, Arizona School-to-Work Partnership proposed to provide their school-based service-learning program for 30 students at Tolleson Union High School, to be planned, implemented and evaluated prior to September 30, 1994.

Project Type: Community-Based
Total Funding: $17,486

▶ RECREATION INTERNSHIP PROGRAM
City of Phoenix Parks, Recreation and Library Department

Project Description

The Recreation Internship Program (RIP) is administered through the City of Phoenix, Parks, Recreation and Library Department (PRLD). Partners include Phoenix Union High School District (PUHSD) Sports Magnet Program, based out of Alhambra High School, the YMCA, and the Boys and Girls Club.

Where? RIP has been established as an internship course within the Sports Management Magnet Program at Alhambra High School. Any youth attending any high school within PUHSD is eligible to participate. This open enrollment policy enables any participant regardless of their home-base school, to receive .5 high school credit through Alhambra's Magnet Program and then have it transferred to the appropriate school. In addition Phoenix PRLD, the YMCA, and the Boys and Girls Club will sponsor field experiences for RIP interns that provide them with service-learning in a variety of geographic locations. This provides volunteer services and also enables participants to gain on-the-job training with both public municipal and non-profit recreation agencies.

When? RIP sessions are designed to associate with the calendar school year. Each nine (9) week session, correlates with PUHSD term and/or semester.

What services are offered? The actual community service learning activities to be conducted are through a variety of recreation activities and/or field experiences, such as assisting in teen programs, sports programs, library programs, school and/or summer recreation programs, and special events. The total amount of community service hours in the field performed by each participant will be at least 90 hours, broken down into three 30 hour rotations at various recreation activities. Cumulative, this will be approximately 1080 volunteer hours in the field (estimated on 12 interns).

Classroom training would include studies and discussion in employability skills, CPR, first aid, basic job skills, and sports tournament and recreation concepts. Each teen involved int he program as an intern will receive a total of 30 (or more) hours of classroom instruction. Between community service and classroom training, teens involved in RIP will receive a total of 120 hours of training.

Why? RIP has two valuable effects, program participants will gain productive meaningful on-the-job training, enabling them to compete against older and more experienced applicants who have flooded the job market in the recessionary times. In addition, while RIP participants are performing their 90 hours of field experiences, they will be providing volunteer services to their sponsoring recreation services agency. This will better enable these agencies to serve their community.

Participants: RIP is designed to provide teens ages 15 through 18 who are interested in the field of recreation with the skills and abilities to compete for entry level part-time recreation positions. Targeted populations include: educationally disadvantaged, economically disadvantaged, potential in school drop-outs, and other youth at risk. Also, special efforts have been established to recruit out of school and/or drop out youths.

Beneficiaries: The community in general benefits from RIP. RIP has been and will be involved in a broad variety of activities touching multiple ages and geographic areas. For example, RIP interns will service the community at park recreation sites, city and state-wide special events, staffing field and track events, working after school and/or summer recreation sites, working recreation sites in the housing projects, and assisting at a senior adult recreation center.

Proposed project objectives included:

1) By the end of the school year, a minimum of 12 students enrolled in the RIP course will have successfully completed the requirements of the course (which integrates community service); and,

2) By the end of the school year, a minimum of 12 students enrolled in the RIP course will have provided 90 hours each of community service through field experiences.

FY 1994 Status Report

Participant Characteristics

The project involved 37 participants. Five participants were between the ages of 11 and 14, 29 participants were 15-17, and three were 18 years or older. Twenty-five were female; 12 were male. Eleven participants were characterized as economically disadvantaged, and nine were considered educationally disadvantaged. Participants represented White, African American, Hispanic, and American Indian racial and ethnic groups.

Learning Activities

Participants spent a total of 660 hours in program-related classroom activities in the sports magnet program class at Alhambra High School. It should be noted that the number of students/hours reported for both learning and service activities only reflect those who completed the recreation internship program as of May 31, 1994. By June 30, 1994 the last group of students (15) would have completed the nine-week class and thus added to the total number of hours in both the learning and service domains.

- As of the end of the spring semester, 22 students had each spent 30 hours learning employability skills, basic job skills, emergency assistance skills (e.g., CPR), and activity and programming skills. Each student demonstrated proficiency in the specific competencies taught (e.g., first aid; interviewing techniques).

Service Activities and Community Impact

As part of the field experience component of the RIP class, participants provided a total of 2025 hours of community service.

- By the end of the spring semester, twenty-two participants each provided 90 hours of community service, and 15 participants each had provided 45 hours of service (for a total of 2025 service hours) in public and non-profit agencies. Participants conducted a variety of recreational and support activities including staffing a multi-generational center, staffing field and track events, and working at art and historical museums. Beneficiaries were community residents who took part in these activities, and the departments and agencies who, as a result of these volunteered hours, were able to enhance their services.

Staff Assessment of Student Participation

Program staff indicated that participants increased in self-esteem as a result of completing something they started, i.e., a considerable amount of community service and training. Students were also reported to feel good about giving something back to their community.

Other benefits to participants accrued from increasing their job skills and employability skills, and the subsequent possibility of gaining employment. These skills also contributed to an increase in participants' self-confidence.

Staff also indicated that one area of concentration is on reaching the at-risk dropout population. Efforts are underway to create new agency contacts with the potential to establish connections with this population of youth. Since recreation might not meet the job skill needs of this population, field training experiences are being supplemented for this target group.

◀ ▶

Additional funding was made available by the Arizona Department of Education to extend project activities through September 30, 1994. The contract amendment was for the purpose of "expanding or enhancing" *Serve-America* projects. As a result of the additional funding, RIP proposed to specifically target retrieval of 5 high school drop-outs, recruiting and enrolling them in the program.

Project Type: Adult Partnership
Total Funding: $22,000

▶ JUNIOR ACHIEVEMENT K - 6 PROGRAM
Junior Achievement of Central Arizona, Inc.

Project Description

Junior Achievement is a non-profit organization whose mission is "to educate and inspire young people to value free enterprise, understand business and economics, and be workforce ready." The project partnered with a number of local corporations and small businesses, universities and community colleges, and elementary and high schools. The project takes place in elementary school classrooms (K-6) during the regular school day.

In summary, for this project Junior Achievement recruited high school student volunteers from a program for high risk Hispanic girls, and adult volunteers from community colleges, universities, small businesses, and corporations. These volunteers were given training by professional Junior Achievement staff. At that time they were provided with all program materials, including the curriculum in a volunteer manual. Volunteers were then linked with elementary school teachers and the volunteers taught the program, usually one hour a week for four to six weeks. During the program the Junior Achievement staff stayed in touch with teachers and volunteers to ensure the program was going well.

The "participants" in the project are girls from the STAR program at Carl Hayden High School. The "non-participant volunteers" are the adults from the colleges and businesses mentioned above who assisted in the teaching of the program. The "beneficiaries" are the at-risk elementary school students who were taught the curriculum by the volunteers.

This program is valuable because it teaches the elementary school students about how school relates to the world of work and success in life so they will be motivated to stay in school. It utilizes hands-on, relevant, and fun activities that teach the students about careers, jobs, businesses, decision-making, teamwork, trade, and a host of other skills, attitudes and knowledge. It is valuable for the volunteers by providing a structured and carefully monitored means of becoming involved in schools, and gives them the opportunity to learn and practice important skills like leadership and public speaking.

Proposed project objectives were:

1) By the end of the school year, 12 adult and 13 high school student volunteers will have provided at least 94 hours teaching the K-6 Junior Achievement curriculum;

2) By the end of the school year, 12 adult and 13 high school student volunteers will demonstrate teaching and public speaking skills as a result of training/planning; and,

3) By the end of the school year, 590 elementary children in 25 classes will demonstrate competency in the K-6 Junior Achievement curriculum (taught by adult and high school student volunteers).

FY 1994 Status Report

Participant Characteristics

The project recruited 13 high school student volunteers (participants) ages 15-17 and 25 adult volunteers (non-participant volunteers). Participants were recruited from a high school program for high-risk Hispanic girls. Ten of the participants were Hispanic; three were White. All participants were economically disadvantaged; ten were also educationally disadvantaged. The participants and non-participant volunteers worked with 896 at-risk elementary school students.

Learning Activities

Each of the 38 participants and non-participant volunteers spent two hours being trained on how to deliver the Junior Achievement program. They were taught the organization of the curriculum, classroom management techniques, and presentation skills. In addition, each of the participants and non-participant volunteers spent one hour preparing for each of four classes. In preparing, volunteers learned and reinforced concepts dealing with team work, decision making, careers, American business, and economics. In sum, student participants spent 78 hours in non-service hours on instruction and preparation for providing the actual community service. In addition, adult non-participant volunteers spent a total of 150 hours in these activities.

Service Activities and Community Impact

Student participants and adult non-participant volunteers spent four hours each teaching the Junior Achievement Elementary School Program curriculum. In total, participants spent 52 hours providing community service in the area of education. In addition, non-participant volunteers spent 200 hours providing service. All volunteers also spent an additional one hour each in an initial classroom visit prior to beginning their teaching activities. As a result of this project, 896 at-risk elementary school students in grades K-6 received an activity-based curriculum relating school to the world of work and success in life. They also increased their knowledge of basic business/economic concepts. Finally, the elementary students benefitted from the positive role models of the high school participants

Staff Assessment of Student Participation

Project staff indicated that participants increased their self-esteem by realizing that they had skills to share and that they could serve as role models for younger students. Participants learned organizational skills, goal-setting, and time management, and improved their own knowledge of "how America works" from an economic perspective. They also had the opportunity to improve their public speaking and presentation skills. Finally, participants were reported to have focused on the need for volunteerism in the community.

It was necessary to change the normal Junior Achievement training agenda for the high school students to include segments on appropriate dress, grooming, and demeanor in front of a class. In addition, suggestions for improving the project include working with schools to prepare teachers for partnering with younger, less experienced volunteers (e.g., providing student volunteers with additional coaching, support, and tips on discipline and class control).

◀ ▶

Additional funding was made available by the Arizona Department of Education to extend project activities through September 30, 1994. The contract amendment was for the purpose of "expanding or enhancing" *Serve-America* projects. As a result of the additional funding, Junior Achievement proposed to provide an additional seven classes of the Junior Achievement Elementary School Program from June 30 to September 30, 1994.

Project Type: School-Based
Total Funding: $16,770

► STAY TOGETHER, PLAY TOGETHER
Marana Unified School District

Project Description

Marana Unified School District, in partnership with the town of Marana and its Recreation Department will provide needed community service at the Marana public pool. Through service-learning components, high school students will be trained to become Red Cross certified Senior Lifesavers or Water Safety Instructors. These students will then be employed by the city of Marana at the Marana pool as lifeguards and swimming instructors.

Marana High School student council members enrolled in a leadership course will learn skills to enable them to help run the program. Student council members enrolled in the class will be involved in interviewing program applicants, and organizing and managing the program. Planned outcomes include certifying students as lifeguards, water safety, or CPR instructors, and providing lifeguarding services to allow the Marana pool to remain open during the summer.

Proposed project objectives for student participants included:

1) Certification of 10-15 students as lifeguards, water safety instructors, life saving instructors, or CPR instructors; and,

2) Completion of "leadership skills" course (including service-learning activities) by student council members.

FY 1994 Status Report

Participant Characteristics

The project recruited 31 participants. Twenty-five participants were ages 15-17, and six were 18 years or older. Twenty-three participants were female; eight were male. One participant was out-of-school (classified as a high school dropout), and another was out-of-school (characterized as a high school graduate). Twenty students were described as educationally disadvantaged. One participant was homeless. Twenty-six students were White (84 percent), three were African American (10 percent), and two were Hispanic.

Learning Activities

Participants spent a total of 4798 hours in program-related classroom activities. This included 24 student council students who participated in a student council leadership class that met daily. Other examples of reported learning activities follow.

- Seven students completed 40 hours each of Red Cross training.
- Eighteen students trained for 16 hours each in CPR and basic lifesaving (BLS), and 17 students received 6 hours each of review in CPR/BLS.

As a result of this training and subsequent student certification, the Marana pool will be open for the summer and participants will also be able to offer swimming lessons to community children.

Service Activities and Community Impact

A considerable part of the service-learning component of this project focused on skills that are being utilized by participants to provide community service to the town of Marana during summer, 1994 (a time period that is outside the scope of this report). However, participants who were student council members in the leadership class have to date provided a total of 680 hours of community service. Examples of reported activities follow.

- Thirty participants spent one hour each in planning and organizing all aspects of a Thanksgiving food drive. Twenty-five students also spent two hours each shopping, and 30 students each spent three hours delivering dinners (i.e., a total of 170 hours). As a result, 75 families received complete dinners.
- Thirty participants spent ten hours each planning, organizing, and holding a one-day leadership conference for high school students. Five hundred students in student organizations and clubs in Arizona high schools attended the conference.

Staff Assessment of Student Participation

Staff reported that by helping others, participants felt better about themselves.

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Additional funding was made available by the Arizona Department of Education to extend project activities through September 30, 1994. The contract amendment was for the purpose of "expanding or enhancing" *Serve-America* projects. As a result of the additional funding, Marana's project would be able to provide additional swimming lessons to the community and enhance their activities through a new component that would add ten hours of training a week for 11 weeks and train six students in pool management operations. This training would be followed by enrollment in a certified health management operations course at Pima Community College.

Project Type: School-Based
Total Funding: $27,500

▶ PENDERGAST TRADING PLACES PROGRAM
Pendergast School District #92

Project Description

"Trading Places" is an inexpensive open-entry, open-exit after-school program for students in grades K-8 that offers children a safe after-school environment, teaches them the importance of communities, and provides an avenue for enjoyable learning. The program focuses on children in the Westwind and Desert Horizon attendance areas and targets two age groups: 5-11 year-olds and 12-15 year-olds. In conjunction with the Phoenix City Parks, Recreation, and Library Department and Community Fight Back Association, the Pendergast District is providing a program for children that includes actual community service.

Trading Places focuses on community support, academic integration, and student recreation. Older student volunteers form teen councils and develop weekly calendars that include activities with younger children, community service projects, meetings with community representatives, and "survival skills" such as employability, drug prevention, and anti-gang activities. Special activities such as roller-skating and bowling reward volunteerism and public service.

Participants spend approximately eight hours per week in community service and student mentoring programs. Probable outcomes are: continuation of community projects, establishment of partnerships between students and the community, development of student pride in their community, reduction of gang activity and substance abuse in the community, and development of leadership among community youth.

Proposed project objectives included:

1) By the end of the school year, all students participating in the after-school program (both children ages 5-11 and older students ages 12-15) will have taken part in at least one (1) community service activity;

2) By the end of the school year, 40 older students (ages 12-15) will have learned about and demonstrated employability skills;

3) By the end of the school year, 40 older students (ages 12-15) will demonstrate increased awareness and improve their behavior in relation to problems associated with gang involvement, drug abuse, and violence;

4) By the end of the school year, children ages 5-11 will demonstrate improved academic achievement (associated with teen tutoring/ mentoring); and,

5) By the end of the school year, children ages 5-11 will have received a 10-week after-school recreational program staffed by teen mentors.

FY 1994 Status Report

Participant Characteristics

The project recruited 48 participants ages 12-15. Sixteen participants were male and 32 were female. More than one-third of participants were White (38 percent), and 40 percent were Hispanic. Other participants were from African American and Asian racial and ethnic backgrounds. Nearly one-third of the participants were characterized as economically disadvantaged; eight students were considered educationally disadvantaged.

Learning Activities

Participants spent a total of 1960 hours in program-related classroom activities. Description of reported learning activities follow.

- Forty participants spent four hours each in an employment skills class that utilized an interactive curriculum and "mock" interviews. Participants then spent a total of 1280 hours practicing these skills; 100 percent of the students received satisfactory reports from their cooperating teachers.

- Forty participants each completed a five-hour drug awareness class. All but one participant demonstrated mastery of the curriculum by scoring 75 percent or above on a class exam.

- Forty participants completed a four-week leadership training program (eight hours per student), learning communication and self-esteem skills. Using these skills, students worked in small groups to design a fundraiser and solicit business support for a service project.

Service Activities and Community Impact

Participants provided a total of 1618 hours of service in the areas of education, human services, conservation/environmentalism, and other special events. In addition, 330 younger students (non-participant volunteers) provided a total of 330 hours of community service. Examples of the seven reported service activities follow.

- Forty-three participants each spent 24 hours fundraising, shopping, and wrapping/preparing food boxes for poor families in the community. Ten specific families received Christmas aid and $600 was spent for other families. In total, participants raised and spent $1,400 in cash and coupons for poor community families.

- Forty participants each spent 4.5 hours organizing a community "trash-a-thon," mentor planting program, and classroom graffiti removal service. Students collected

50 bags of trash, planted 50 plants, shrubs and trees, and removed the graffiti from a wall and classroom desks and chairs.

- Twenty-five participants taught 20 classes on saving the environment to younger students. Each participant spent 14 hours in planning, teaching, and follow-up. Younger students in the classes were encouraged to choose a way to make a difference in the environment.

- Fifteen participants each provided 22.5 hours of tutoring/mentoring (1.5 hours per week for 15 weeks) to younger students. Younger students received tutoring in personal "areas of concern" identified by teachers; all had problems with social behavior. Thirteen of the 15 younger students responded well to the older mentors, and teachers reported improvements in the classroom.

Staff Assessment of Student Participants

Participants, through self-evaluations, said that they learned they can make a positive difference in their community. Staff report that participants enjoyed having adults believe in their [students'] power to do "good" in the schools and the community. Project staff indicated that participants did not enjoy the "planning stages" of every project; they were anxious to identify a problem and solve it immediately.

◄ ►

Additional funding was made available by the Arizona Department of Education to extend project activities through September 30, 1994. The contract amendment was for the purpose of "expanding or enhancing" *Serve-America* projects. As a result of the additional funding, Pendergast School District proposed "Quality Time," a summer extension of the Trading Places program. The program would operate at Desert Horizon school and include ten weeks of service, mentorship, cultural awareness, educational enrichment and personal growth, with students ages 5-9 partnering with students ages 12-15.

Project Type: Community-Based
Total Funding: $7,508

▶ SUMMER YOUTH SERVICE
Pima County Community Services

Project Description

Pima County Community Services will place fifteen low-income youth in volunteer positions. Youth will be ages 13-17, with an emphasis on those under the age of 16. Recruitment of volunteers will be through community-based organizations acting as partners. These agencies will identify youth who have indicated an interest in volunteering.

Youth will volunteer after school, on weekends, and during holiday and summer breaks. Each participating youth is expected to make a commitment of one year. We expect each youth will serve a minimum of two hours a week for the 36 week school year, or 72 hours. This would produce a minimum of 1,080 hours for the 15 youth.

Youth entering service programs will be asked to keep a journal, and be asked to write a short (five page maximum) paper describing their community service activities and experiences. Awards for exemplary service will be based in part on these papers.

The following is a sample of positions that have been identified:

- Council for Economic Conversion — help with mailings for its Technology Exchange Forum, as well as general office duties.
- Tucson Urban League and SER — teenaged "peer tutors" to work with youth ages 8 - 12 who are having academic trouble in school. Peer tutors will volunteer after school and/or on Saturday mornings to assist in a structured, supervised environment.
- Shalom House — help for its shelter program for single parents. Assignments include office work, child care, maintenance, and special events assistance.
- The Homeless Teen Project — office assistance and clothing bank sorters.

The project's proposed student-centered objective was:

> By the end of the school year, 15 low-income youth will have provided 72 hours of service each to the community.

FY 1994 Status Report

Participant Characteristics

The project served 19 participants; 13 were female and 6 were male. Two participants were between 11 and 14 years old; 17 were ages 15-17. Sixteen participants were considered to be economically disadvantaged. All participants were from racial and ethnic minority groups: 13 participants (68 percent) were Hispanic, five (26 percent) were African American, and one was American Indian.

Learning Activities

Participants spent a total of 76 hours in program-related classroom activities.

- Nineteen participants were provided with four hours of service-learning each. Participants learned about different types of community service opportunities, including VISTA and Peace Corps. They also learned how to keep a journal.

Service Activities and Community Impact

Participants provided a total of 1273 hours of community service as follows:

- Nineteen participants spent an average of 67 hours each providing day care and education-related activities. The majority provided approximately 40 low income youth ages 8 - 13 with after-school tutoring and mentoring. As a result, these children's grades and self-esteem improved. Participants also helped with day care for approximately 20 preschool age children.

Staff Assessment of Student Participation

According to the project director, participants' self-esteem was enhanced. In addition, participants who were peer tutors were reported to have improved their own study skills.

The need to diversify the opportunities for participants was recognized. Although the opportunities are available, project staff indicated that it was easier to concentrate groups of participants in several [ongoing] projects.

Project Type: School-Based
Total Funding: $20,200

▶ PASCUA YAQUI EDUCATIONAL GROUP EFFORT (PYEdge)
Pima County School Superintendent's Office/Pima County Adult Education

Project Description

Pima County Adult Education (PCAE), through its special project for dropout youth, the Edge Program (Educational Group Effort), is in partnership with the Yaqui Tribe to provide alternative education on the Pascua Yaqui Reservation (PYEdge). The Edge program provides basic skills remediation and pre-employment skills training to economically and educationally disadvantaged youth. This project, administered by PCAE, was designed to enhance the PYEdge program by involving a minimum of 20 students, ages 14-21, in a community service project using the Student Service Learning model advocated through the National Dropout Prevention Center at Clemsen University in South Carolina.

This school-based service learning model uses teaching methodology that provides developmental opportunities that promote personal, social and intellectual growth, as well as civic responsibility and career exploration. There are three essential components in its implementation: Preparation, Action, and Reflection.

In preparation, students would identify, analyze, and select a social problem/issue facing their community that they chose to address as a group. Training was an on-going process as participants actively became involved in civic and direct service to their community. Reflection was the component that enabled students to critically think about their service experience and their expected learning outcomes.

PYEdge students chose to address the problem of gangs and violence on their reservation. By doing so, they chose a community improvement project that not only served to beautify their community but would counter gang activity using graffiti as a vehicle of communication. They worked with a volunteer from the Tucson community who is not only an art teacher in the school district, but a muralist as well. With his expertise and guidance, they designed and executed a mural painting on the north wall of the Reservation's gymnasium. It has taken many months to accomplish, and as of this writing is nearing completion. Eight students are still involved, although 22 took part in various stages of the project.

Proposed project objectives for students were:

1) By June 1994, a minimum of 20 out-of-school Yaqui youth will have received academic and vocational assessment and counseling;

2) By June 1994, 83 percent of the students enrolled in PYEdge will have made a minimum grade gain of one year in one or more subject areas (i.e., math, reading, and language arts); and,

3) By June 1994, 83 percent of the students enrolled in PYEdge will have participated successfully in a student service learning program.

FY 1994 Status Report

Participant Characteristics

Twenty-two students were recruited for participation in the project, all of whom were Native American Pascua Yaquis who had previously dropped out of school. Thirteen participants were ages 15 - 17, and nine were 18 years of age or older. Ten participants were male, twelve were female. All participants were characterized as both economically disadvantaged and educationally disadvantaged. Four were teen parents.

Learning Activities

Participants spent a total of 3465 hours in program-related classroom activities. This strong concentration on and commitment to learning activities was intrinsic to the student service learning model shaping the project. Examples of the 15 reported learning activities follow.

- A total of 52 participants attended one or more life skills workshops (for a total of 69.5 hours). Topics included domestic violence, AIDS & sexual responsibility, and probation services.

- A total of 66 participants spent a total of 108 hours in one or more training sessions related to employability skills. Each student received pre-vocational skills training complying with JTPA pre-employment work maturity competencies.

- All participants each received an average of 149 hours of individualized instruction in math, reading, language arts, and GED preparation. Sixty-eight percent of participants were post-tested with an overall 1.12 grade gain in reading, math, and language arts.

Service Activities and Community Impact

Participants provided a total of 560 hours of community service in activities centered around the community improvement project they chose to address, i.e., the problem of gangs and violence on their reservation. The project was designed to prevent vandalism and contribute to the beautification of the community.

- An average of ten participants worked approximately 56 hours each on a mural project on the community gymnasium, which had been a target for vandalism and graffiti for several years. Work consisted of surface preparation and coverage. The mural provided the community with a beautiful work of art depicting Yaqui culture, history, and creation stories, and curtailed vandals from continuing their activity on this public facility.

In addition to student participants, 25 adult "non-participant volunteers" from several tribal departments (e.g., fire, housing, and recreation departments) provided 162 hours of community service through the project. Some of these non-participant service hours reflect time spent by tribal leaders and elders who provided participants with background information via lectures, presentations, and workshops on Yaqui culture, history, and legends. Other hours included direct service technical assistance (e.g., three members of the tribal fire department "power -washed" the wall in preparation for the mural).

Staff Assessment of Student Participation

Participants were felt to have benefitted from the PYEdge student service learning project in several ways. They learned to do research, and some students improved their writing skills. Students also learned to work in cooperative learning groups. Project staff also reported that participants learned about their own culture and history, which hopefully helped them to feel more secure with their own identity. All participants were reported to have become more aware of the problems in society, and in their own neighborhoods.

Project staff commented about the difficulty with the "student-centeredness" of the project. Given the timeframe for accomplishing the service project, and the nature of the population, adult assistance in "management" became necessary. Another difficulty surfaced due to the open-entry/open-exit aspect of the project. This resulted in several students leaving in the middle of the project. Others started after all of the preliminary planning and decision-making, and were therefore not involved in the total process.

◀ ▶

Additional funding was made available by the Arizona Department of Education to extend project activities through September 30, 1994. The contract amendment was for the purpose of "expanding or enhancing" *Serve-America* projects. As a result of the additional funding, PCAE expanded their services to include student service learning services to 20 additional PCEdge program participants in South Tucson who are participating in the JTPA Summer Youth Education and Employment Program.

Project Type: School-Based AND
Adult Partnership
Total Funding: $22,500

▶ CHANCE
Santa Cruz Valley Union High School

Proposed Program

The school-based project began as scheduled, with students participating in some of the proposed activities. However, due to the loss of staff and subsequent delay in securing new leadership, this project was unable to submit usable data in time for inclusion in this report. A new project director was hired during FY 1993-94, and the project proposal was rewritten to include student service learning activities scheduled to take place in summer 1994.

◀ ▶

Additional funding was made available by the Arizona Department of Education to extend project activities through September 30, 1994. The contract amendment was for the purpose of "expanding or enhancing" *Serve-America* projects. As a result of the additional funding, a summer component was added in which at-risk students would participate in a field science camp and a school and community beautification project.

Project Type: School-Based
Total Funding: $22,422

▶ NATIONAL YOUTH LEADERSHIP CENTER
Scottsdale Unified School District, Saguaro High School

Project Description

The National Youth Leadership Center, located at Saguaro High School in the Scottsdale Unified School District is the "umbrella" for a variety of service activities in partnership with organizations such as the Close Up Foundation and Arizona Gives. The purpose of the center is to provide leadership training to high school students by giving them real experiences in the community.

A leadership class offered for academic credit teaches students communication skills and techniques, and helps them to plan and develop a variety of volunteer activities. The entire project is student run; students do the project planning, proposal writing, lobbying, telephone contacts, and presentations. Individual activities involve participants with students in elementary, middle, and high schools to get them involved in local and national service activities.

Proposed objectives included:

1) By the end of the school year, all students enrolled in leadership classes at Saguaro High School will have successfully completed the requirements of the course (which integrates direct community service);

2) By the end of the school year, all students enrolled in leadership classes at Saguaro High School will have successfully selected and implemented a community service project;

3) By June 1994, a minimum of 15 students will have demonstrated lobbying skills;

4) By June 1994, students who are part of the Cultural Diversity Leadership Team will learn about cultural diversity and make community presentations on this topic; and,

5) By June 1994, students enrolled in leadership classes will have participated in the Pennies Make a Monumental Difference project.

FY 1994 Status Report

Participant Characteristics

The project involved a total of 73 participants. Sixty-six participants were ages 15-17, six were between 11-14 years old, and one was 18 years or older. Forty-seven participants were female and 26 were male. Ninety percent of participants were White. Other racial and ethnic groups represented were American Indian, Hispanic, and Asian.

Learning Activities

Participants spent a total of 2880 hours in program-related classroom activities through the daily leadership class.

- Fifty-two students participated in the three leadership classes presented through the leadership center. Twenty-eight students completed a year in the project, each receiving 72 hours of training (i.e., a total of 2016 hours), and 24 students spent 18 weeks in the project, each receiving 36 hours of training (i.e., a total of 864 hours). Each student had total responsibility for developing and completing an activity they chose. Students each submitted a comprehensive year end report on their specific activity.

Service Activities and Community Impact

Participants provided a total of 2890 hours of community service in a variety of areas. Examples of the five reported service activities follow.

- Ten participants each spent 109 hours lobbying Arizona state legislators for tighter gun control laws. Activities included writing letters and proposals, and discussing the issues with state representatives.

- Five participants each spent 90 hours planning and implementing school district activities as part of the McDowell Mountain Preservation Society to help preserve the McDowell mountains. As part of this activity, high school participants worked with 230 elementary and middle school students (the "beneficiaries" of their service) to help them develop their own community service activities. As a result, the younger students then became "non-participant volunteers" who in turn provided community service. Both participants and younger students raised more than $2000 to help the McDowell mountain preservation effort.

- Four participants each spent 180 hours (two hours per day for 90 days) teaching the "Youth in Philanthropy" curriculum to 130 middle school students. The younger students then took their new knowledge and planned two service activities.

As a result of some of the high school participants' service activities just described, 360 elementary and middle school students developed their own community service projects. These 360 younger students essentially became "non-participant volunteers" who provided a total of 2780 hours of service.

Staff Assessment of Student Participation

The project director felt that participants learned lifetime skills, i.e., communication and organization. In addition, they reportedly learned how the "system works" and developed confidence in their own ability to make things happen. Additional staff observations included recognition that although participants "...love the freedom that they have to make their own decisions," some students do not do well with this new-found freedom. The suggestion was made that an interview prior to registering for the leadership class might be helpful in assessing a student's level of commitment.

◄ ►

Additional funding was made available by the Arizona Department of Education to extend project activities through September 30, 1994. The contract amendment was for the purpose of "expanding or enhancing" *Serve-America* projects. As a result of the additional funding, project activities were expanded and enhanced to include an additional service-learning cultural diversity leadership class, and, students' participation in and creation of a video production of the national dedication ceremony at the Lincoln Memorial.

Project Type: School-Based
Total Funding: $24,980

▶ PROJECT L.E.G. (Life Education and Growth through Service)
Southwest Community Network

Project Description

Southwest Community Network is a community-based nonprofit agency working with three high schools in Southwest Maricopa County, an area comprised of economically disadvantaged and culturally diverse communities. Thirty students from three high schools in Southwest Maricopa County will participate in a survey that will study the antecedents and consequences of teenage pregnancy. The students will be recruited from an existing parenting program that operates on the high school campuses in Southwest Maricopa County.

In conducting the study, the students will learn to utilize survey and interview techniques as well as rudimentary data analysis. The students will participate in forty hours of group learning and twenty hours of individual learning. After the survey has been completed, the participants will meet with school officials and officials from community agencies and provide them with results of the survey.

Proposed project objectives included:

1) By the end of the school year, 30 Project LEG students will have performed a minimum of 20 hours of community service each; and,

2) By the end of the school year, 30 Project LEG students will have participated in a minimum of 40 hours of group learning.

FY 1994 Status Report

Participant Characteristics

The project recruited a total of 30 student participants, all of whom were teen parents. Twenty participants were between the ages of 15 and 17; ten were 18 years or older. Sixty percent of participants were male and 40 percent were female. Half the participants were White; the other half were from African American and Hispanic backgrounds. Two participants were out of school, one was a dropout, and one a high school graduate. All the participants were characterized as economically disadvantaged, and five were considered educationally disadvantaged.

Learning Activities

Participants spent a total of 1200 hours in program-related classroom activities, as described below.

- Thirty participants each spent 40 hours in group learning compiling a study of the antecedents and consequences of teenage pregnancy in their economically disadvantaged and culturally diverse communities. This consisted of an intense learning experience regarding different types of surveys and the procedures involved in developing a reliable survey for collecting data. Participants learned the mathematical elements involved in survey distribution as well as how to calculate and analyze survey results. In the process of developing the survey, participants also spent time in group discussions about the issues associated with teenage pregnancy.

Service Activities and Community Impact

- Thirty participants each contributed 20 hours (for a total of 600 hours) of community service in the development and distribution of a community survey on teenage pregnancy. The survey was distributed to all teenage parents in each of the high schools in southwest Maricopa County. Participants also plan to distribute the surveys at the beginning of the 1994-95 school year to a sample of students in each grade in the high schools. At the conclusion of these survey distributions the participants will present their findings to the various school administrations and to local agency representatives in the communities that act as resources to teenage parents.

Staff Assessment of Student Participation

Project staff report that participants seemed to experience a great deal of ownership and pride in the survey tool. The learning experience brought out leadership skills and a sense of responsibility in the participants.

Students also improved their understanding of environmental factors in the home and the community that contribute to teenage pregnancy, and increased their understanding of the consequences to themselves and their children of an unplanned pregnancy. Finally, participants' awareness of similarities and differences among various ethnic populations was elevated. Overall, participants' self-esteem and self awareness was believed to have increased because of their experiences in project activities.

◀ ▶

Additional funding was made available by the Arizona Department of Education to extend project activities through September 30, 1994. The contract amendment was for the purpose of "expanding or enhancing" *Serve-America* projects. As a result of the additional funding, the program will be extended to Westview High School, serving an additional 15 students.

Project Type: Adult Partnership
Total Funding: $12,500

▶ FUTURE SUCCESS BASED ON AWARENESS AND PREPARATION
St. Johns Unified School District #1

Project Description

The St. Johns Unified School District partnered with a behavioral health center and the juvenile probation office to serve youth who attend St. Johns Middle School.

"Future success based on awareness and preparation" is a program developed to assist 30 students in preparing for future vocational opportunities by increasing their ability levels in reading, writing, and mathematics using a computerized system of tracking participant progress. This portion of the project is to be completed during the school year in the computer lab.

The summer project component will consist of using volunteers to increase students' awareness of career opportunities through workshops, field trips, discussions, lectures, and job exploration through use of computers and libraries. The summer component will also use volunteers who will help students through workshops to develop life skills, coping skills, and decision making skills, along with alcohol and substance abuse education via positive interaction with law officers. These activities will occur in a nine week program which will operate for nine hours per week. Students will rotate through three program areas each day. Students will also participate in field trips (e.g., county jail, Raven Site Ruin, county courthouse, and Lyman Lake State Park) where they will discover local career opportunities.

Proposed project objectives included:

1) By the end of the school year, 30 students will have increased their ability levels in reading, writing, and mathematics;

2) By the end of August, 30, students who participated in the "Future Success Based on Awareness and Preparation" summer program will improve their behavior in relation to decision making skills and coping skills; and,

3) By the end of August 30, 1994, students will have used computer data bases and library resources and participated in nine field trips to explore different career options.

FY 1994 Status Report

Participant Characteristics

The project served 30 participants ages 11-14. Twenty-one participants were male and nine were female. Half the participants were White and 40 percent were Hispanic. Three participants were American Indian. All of the participants were characterized as economically and educationally disadvantaged.

Learning Activities

Participants spent a total of 2100 hours in program-related classroom activities as follows:

- Thirty participants each spent two hours per week for 35 weeks in computerized instruction to improve math, reading, and writing skills. Participant gains in math averaged .076 years, and gains in reading averaged .122 years. These gains were individually calculated by the computer for each student. Participants also used a computer typing program and each learned to type a minimum of 20 wpm. All participants also learned to use Microsoft, a word processing unit, and demonstrated their mastery by completing three typewritten class projects.

Service Activities

By design, the service activities related to this project — both for student participants and adult "non-participant volunteers" — take place during the summer. This timeframe was outside of the parameters for this report.

◄ ►

Additional funding was made available by the Arizona Department of Education to extend project activities through September 30, 1994. The contract amendment was for the purpose of "expanding or enhancing" *Serve-America* projects. As a result of the additional funding, the project added a summer component that would involve ten participants in exploring the archeological history of the local area and learning aspects of archeology that would enable them to then plot a trail at Lyman Lake State Park.

Project Type: School-Based
Total Funding: $13,255

▶ GENERATIONS TOGETHER CHORE SERVICE FOR THE ELDERLY
Tucson Unified School District

Project Description

Generations Together Chore Service is a school-based service learning program designed to facilitate intergenerational understanding. It is administered by Tucson Unified School District in partnership with Pima Council on Aging. Students participate in a classroom orientation and workshop on issues of the elderly. Then teams of students provide chore service to elderly citizens at their homes. Chores include yard service, minor repairs and cleaning, and other requested services.

The program operates on five scheduled Saturday mornings during the academic year and on selected school days as determined by participating classes. Students participate in formal and informal reflection activities following the service days. Group oral reflection is structured immediately following the service activity. Student teams do a written comment to the referring agency, and students keep a volunteer skills portfolio. Students may also be asked to write a reflection paper. Students participate in at least one service day for four hours, with the majority of students participating in two or more planned service days.

Teachers, staff, and community members serve as volunteers at the service sites and sit on the advisory board. Elderly citizens identified by social service agencies aligned with Pima Council on Aging are the recipients of the service.

Proposed objectives included:

1) By June 1994, a minimum of 100 middle and high school students will have demonstrated increased awareness of the needs of the elderly;

2) By June 1994, 240 middle and high school students will have participated in at least one "service learning day" and have provided a minimum of 4 hours of chore service to the elderly.

FY 1994 Status Report

Participant Characteristics

The program recruited 240 participants. Of those, 100 participants were 11-14 years old, and 130 were ages 15-17. Ten students were 18 years or older. One hundred forty-seven participants were female and 93 were male. Nearly half the participants were White (48 percent), 35 percent were Hispanic, and eight percent were Asian. Participants also came from African American and American Indian racial and ethnic backgrounds.

Learning Activities

Participants spent a total of 240 hours in "formal" program-related classroom hours. This consisted of a classroom orientation and workshop on issues of the elderly. Additional learning — although not "counted" in terms of a specific number of hours — took place as a result of an added project activity that introduced middle school students to service components as part of an integrated curriculum in social studies, science, math, and language arts. The curriculum design incorporated issues of aging, world population, and hunger.

Service Activities and Community Impact

Participants provided a total of 2460 hours of community service in the human services area as follows:

> Over a period of five scheduled Saturday projects and four service days held during school hours, 240 students each participated in at least one (and often more), four-hour chore service project for elderly citizens. Sixty-one older people were served by the students; most required repeated service. Elderly clients reportedly requested student service for the "contact and conversation" as well as the actual chore service.

In addition to student participants, 24 adult non-participant volunteers each participated in three of the scheduled Saturday service days, contributing a total of 288 hours of service.

Staff Assessment of Student Participation

Project staff indicated that in their reflection activities, students expressed appreciation for the service activities in which they participated. Staff also felt that service is a way for many young people to feel good about themselves and their accomplishments, and that performing community service builds students' confidence.

Additional funding was made available by the Arizona Department of Education to extend project activities through September 30, 1994. The contract amendment was for the purpose of "expanding or enhancing" *Serve-America* projects. As a result of the additional funding, Tucson Unified School District proposed to increase the number of participants by a minimum of 20, and to provide support for teachers and the project coordinator to attend the National Service Learning Conference, where they would present their program model as well as receive inservice training.

Project Type: Community-Based
Total Funding: $22,788

▶ YOUTH AND STUDENT VOLUNTEER PROGRAM
Volunteer Center of Maricopa County

Project Description

The Volunteer Center of Maricopa County is a community-based nonprofit agency that recruits, refers, and recognizes volunteers, provides management support, training, and resources to enhance volunteer programs, and identifies and responds to the volunteer needs of the community. Although funded as a community-based grant, the project also contains an adult partnership component. The Volunteer Center will provide the mechanism for both students and adults to locate and perform community service. Volunteer Center staff will present information about volunteerism to teachers and students, and will encourage and assist agencies in developing volunteer positions for youth.

For the purpose of the Serve-America project, the Volunteer Center intends to: a) refer 100 youth to various volunteer positions; b) refer 100 adult volunteers to schools to act as mentors; and c) train five additional agencies to use youth volunteers. The Volunteer Center partnered with a public junior high school and a private school to recruit youth participants.

The project's proposed student-centered objective was:

> By the end of the school year, 100 students referred and placed in volunteer jobs will have provided community service.

FY 1994 Status Report

Participant Characteristics

The project recruited 94 participants; 52 were between the ages of 11 and 14 and 42 participants were ages 15-17. Of those, 45 (48 percent) were White, 42 (45 percent) were Hispanic, and seven were from African American and Asian racial and ethnic backgrounds. Forty participants were male and 54 were female. Eight participants were characterized as educationally disadvantaged, and one was economically disadvantaged. One youth was homeless.

Service Activities and Community Impact

Participants provided a total of 1310 hours of community service in a variety of activities in education (425 hours), community improvement (60 hours), human services (313 hours), conservation and environmentalism (260 hours), and "other activities" such as serving on community boards (252 hours). Examples of reported service activities follow.

- Three participants spent 30 hours each teaching a community service class to junior high school students.
- Seven participants each spent 15 hours writing, designing, and producing a newsletter highlighting volunteer opportunities. The newsletter was distributed to 98 high schools county-wide.
- Three participants each spent 15 hours planning a "Youth Volunteer Forum." As a result, 120 teens, volunteer managers, and school administrators discussed issues related to implementing classroom community service requirements.
- Twenty participants contributed six hours each in planning and participating in activities for children staying at homeless shelters. The homeless children benefitted from these activities and also from having the participants as role models.
- Two participants each spent 60 hours answering teen crisis lines.

In addition to student participants, 99 adult non-participant volunteers were referred to schools and provided a total of 936 hours of community service.

Staff Assessment of Student Participation

Project staff reported that through exposure to several kinds of volunteer opportunities, participants learned about the community, relevant social issues, and how to be better citizens. In addition , participants gained self-confidence by helping others, making plans, and carrying out activities.

Staff commented that since the Volunteer Center serves as a clearinghouse, follow-up with participants county-wide is quite labor intensive (unlike other projects that maintain constant contact with their participants).

◄ ►

Additional funding was made available by the Arizona Department of Education to extend project activities through September 30, 1994. The contract amendment was for the purpose of "expanding or enhancing" *Serve-America* projects. As a result of the additional funding, the Volunteer Center proposed to place 20 high-risk, recently-graduated, 8th grade students in volunteer service for six weeks with "Project Work," a collaboration with Central Presbyterian Church and the Osborn School District.

Project Type: Community-Based
Total Funding: $47,498

► TEEN VOLUNTEER PROGRAM
Volunteer Center of Tucson

Project Description

The Volunteer Center of Tucson, in partnership with Tucson Unified School District, ArizonaGIVES, Time for Tucson Corporate Volunteer Council, and the Tucson Association for Volunteer Administrators, will provide a community-based community service program that will place 500 youths in volunteer activities.

Participants will be 13-17 years old youth from throughout metropolitan Tucson. They will be placed in service projects that range from one-time special events to year-long internship assignments. The placements are made at over 50 community-based organizations, and range from animal caretakers to landscapers, to therapeutic swimming aides. Some service projects are done individually and others in groups.

Nonparticipant volunteers will also be involved in the project, providing supervision and transportation services and assisting the participants with integrating their community service through reflection sessions.

During the school year, service projects take place after school and on weekends. During the summer, service projects are scheduled during the regular work week. The project is valuable in the following ways:

> For Students: Builds self-esteem, takes learning from the abstract and applies it to life situations, encourages social responsibility, permits students to see themselves as "part of the world", therefore having a feeling of belonging, encourages vocations in the human services field, increases social awareness at an earlier age, therefore developing better citizens.
>
> For Agencies: Encourages students to participate, thereby bringing a "fresh look" to the agencies, gives students and agencies new perspectives, energizes the work environment, gives agencies opportunities to interact with impressionable students, helps in the development of mentoring relationships, provides valuable assistance to agency staff members.
>
> For Schools: Heightens awareness among the community, school, and agency, helps to break down barriers among schools, community and agency, provides hands-on experiences for lifelong learning, offers opportunities for the development/refinement of values, enhances the schools' image in the community.

The proposed student-centered project objective was:

> By the end of the school year, at least 500 students placed in volunteer jobs will have provided at least 1000 hours of community service.

FY 1994 Status Report

The Volunteer Center recruited and referred a total of 850 youth to volunteer jobs. However, for the purposes of tracking and follow-up on specific students and their service activities for this grant, 161 youth were considered project "participants."

Participant Characteristics

Of the 161 participants, eighty-six participants were ages 11-14, 72 were 15-17, and three participants were 18 years or older. One hundred twenty-eight (79 percent) of participants were female; 33 were male (21 percent). Sixty percent of participants were White and 24 percent were Hispanic. Other participants represented African American, Asian, and American Indian racial and ethnic backgrounds. Thirty-nine participants were reportedly economically disadvantaged.

Service Activities and Community Impact

Participants provided a total of 3295 hours of community service in a variety of volunteer jobs in education (264 hours), community improvement (560 hours), human services (889 hours), conservation and environmentalism (66 hours), and "other" activities including special events (1516 hours). Examples of reported activities follow.

- Four participants provided a total of 168 hours of service assisting teachers at a center for brain-injured children.
- Two participants worked a total of 88 hours assisting the Arizona Historical Society in providing a "historical day camp" for children.
- Four participants provided a total of 160 hours of supervision for children with asthma at the Arizona Lung Association summer day camp.
- Six participants provided a total of 234 hours of service to the City Courts helping with research and other court-related tasks.

In addition to the specific service hours for the youth who were tracked as participants, the Volunteer Center of Tucson recruited 689 "non-participant volunteers" who provided an additional 2181 hours of community service in a variety of volunteer jobs.

◄ ►

Additional funding was made available by the Arizona Department of Education to extend project activities through September 30, 1994. The contract amendment was for the purpose of "expanding or enhancing" *Serve-America* projects. As a result of the additional funding, the Volunteer Center of Tucson proposed to expand and enhance the project in partnership with local schools, by implementing a school-based service-learning component utilizing the national "Youth Volunteer Corps" model. This would assist teachers with integrating service-learning into regular classroom curriculum. They would also be providing program services to an additional 100 youth.

Project Type: Community-Based
Total Funding: $13,163

▶ I.N.V.E.S.T. (Involve Now the Volunteers, Educators and Students of Tomorrow) Volunteer Center of the United Way of Pinal County

Project Description

The I.N.V.E.S.T. project believes that young people will be better prepared for the next century when they understand and appreciate the meaning of "community" and have had opportunities to serve, to be valued, and to learn. Communities also will be stronger when they see themselves as places of learning for the young - and for the leaders of the future. I.N.V.E.S.T. opens the door to youth to become a part of their communities, and communities to become valuable sites for learning.

The mission of I.N.V.E.S.T. is to create volunteer opportunities for youth in Casa Grande, to address community needs, to promote an appreciation of diversity in the community, to develop a commitment to community service among youth ages 11 to 18, and to identify and develop a core group of youth volunteer leaders within the city of Casa Grande.

I.N.V.E.S.T.'s goals are to provide 35 youth extensive leadership training and service-learning opportunities, to enable youth to successfully research, analyze, and assess community needs and resources, to empower youth to impact community problems, and to assist youth in organizing community service activities. I.N.V.E.S.T. members are asked to volunteer at least ten hours per month of their time attending training and planning meetings and participating in service-learning projects.

I.N.V.E.S.T. members choose the teams, issue groups, and committees they want to work with. Activities are done in cooperation with local non-profit, educational, governmental, and community service organizations and agencies who help sponsor or host service activities. Youth are provided with opportunities to learn and grow, to make new friends, to feel a sense of accomplishment, and a chance to help improve their community and their world. While youth receive no pay for their volunteer service, they are recognized and rewarded through membership, T-shirts, certificates, service pins, and other incentives including outings, retreats and similar recognition events.

Proposed project objectives included:

1) By the end of the school year, 20 students (ten junior high and ten high school) will have provided 90 hours of community service each; and,

2) By the end of the school year, 20 students (ten junior high and ten high school) will demonstrate increased awareness of public policy-making processes.

FY 1994 Status Report

The project served 46 participants. Thirty-eight participants were ages 11 -14, two were 15 - 17, and six participants were 18 years of age or older. Twenty-seven of the participants were female and 19 were male. Five participants were characterized as educationally disadvantaged and five were considered economically disadvantaged. One participant was a teen parent. Participants represented all racial and ethnic backgrounds: 17 participants (37 percent) were White, 16 (35 percent) were African American, and 11 (24 percent) were Hispanic. The remaining two participants were Asian and American Indian.

Learning Activities

Participants spent a total of 1472 hours in program-related classroom activities as follows:

- Forty-six participants spent 32 hours each in orientations, training, and workshops related to leadership development, conflict resolution, reflection, and team building. Participants demonstrated improvement in their skills in these areas as appraised by the project coordinator.

Service Activities and Community Impact

Participants provided a total of 1915 hours of community service in the areas of education, community improvement, human services, conservation and environmentalism, public safety, and "other" activities such as special events. Examples of reported service activities follow.

- Four participants spent nine hours each sorting and packaging 15,000 paperback books that had been donated to the United Way. These books were then distributed to schools, libraries, family resource centers, and jails throughout Pinal County.
- Over time, through a variety of human services activities, 153 participants each contributed 6 hours of community service. Among the activities were visiting nursing home residents, helping with food distribution to low income people, and helping in an abuse shelter.
- Twenty-seven participants spent ten hours each picking up trash and doing "weeding " school and community areas.

In addition to the participant service just described, 200 "non-participant volunteers" provided a total of 1854 hours of community service. Non-participant hours are largely attributed to volunteer hours logged during youth service day and one-time park clean-ups. Other non-participant hours came from three adult volunteers who served as service project leaders.

Staff Assessment of Student Participation

According to the project director, there has been marked improvement in the attitudes of many project members toward authority, responsibility, diversity, and tolerance. Participants were also described as improving in self-esteem and leadership skills. The project director noted that "...actually, it is quite remarkable that so many of our INVEST members volunteer so willingly and unselfishly to help improve our community."

Suggested areas for improvement included recruitment and retention of older youth, youth governance issues, and reflection and evaluation activities.

APPENDIX B:

ADE SITE OBSERVATIONS

The following are written comments from ADE personnel, based on observations from seven sight visits conducted with *Serve-America* projects between October 1993 and March 1994.

Promising Possibilities

Promising possibilities raised regarding activities conducted under the auspices of Arizona Serve-America grants include:

As an alternative program

Community service and service learning programs appear to be playing an important part in redirecting youth away from drugs and violence. Many youth, including some on the reservation and some from economically disadvantaged homes, have too much unstructured, and unsupervised time on their hands. Free time creates risks that may tempt youth to use alcohol and drugs, or to take part in gangs. Some community service learning programs appear to be drawing some of these youth into active participation in their communities and away form activities associated with substance abuse and/or violence. Notably, projects making the most impact are very "student - involved," allowing participants to select their own community service activity based on what they believe their own community needs. Activities therefore reflect the participants' interest and give them a sense of ownership. For example, PYEdge Pascua-Yaqui reservation students identified their own community problems, selecting gang and substance abuse as community service intervention projects. Several of these youth who were potential dropouts are now continuing in summer school.

As a means for educational achievement

As student projects develop and address areas such as school safety and environmental issues, a lot of unplanned, direct and indirect learning is taking place, including team-building and the ability to work with others; problem-solving; and developing crucial social and communication skills. Through the reflection component, where students write in a journal and think about and discuss what they have learned, important verbal, writing, and thinking skills are also being developed.

As a means for attitudinal changes

As projects require youth to become actively involved in the community, we are seeing improved relations between young people and law enforcement and community-based health organizations. Exposure to service and prevention organizations and early intervention is helping to build positive bonds between youth and the legal system. Youth also see first-hand some of the ills their communities are facing, and learn how they can be involved to make a difference.

Other Impressions

In addition to these observations about the promising possibilities resulting from *Serve-America* grants, two other impressions emerged from the site visits. First, strategies/resources related to documenting the indirect learning that is routinely taking place within community service projects are needed. For example, across projects, youth are involved in activities such as developing community needs assessments; assisting in grant writing; developing action plans; interviewing community personnel; making presentations; and organizing recreation and other community functions. Consequently, "SCANS-Interpersonal Skills" (which involve working with others of diversity; as a member of a team; displaying responsibility; and self-management), "SCANS-Thinking Skills" (e.g., decision-making, problem solving, and reasoning), as well as "SCANS-Basic Skills" (e.g., reading, writing, and communicating), are taking place but are not always being documented. Providers would benefit greatly from training in an easy means of documenting attained SCANS or other such competencies.

Lastly, but perhaps the most gratifying outcome from this year's Arizona *Serve-America* program, comes in seeing projects' realization of the clear distinction and potential of the "service learning" concept versus simply providing "community service." Effective service learning efforts strengthen service and academic learning. Several programs, including St. Johns Unified School District, the Volunteer Center of Tucson, and the Volunteer Center of Maricopa County -- originally funded to provide only community service -- have expanded and enhanced their current program delivery to include service learning.

As part of one grant, the Volunteer Center of Tucson is planning a program enhancement next year to work with select teachers to integrate the Youth Volunteer Center national youth service curriculum into Tucson Unified School District's regular classroom curriculum. The project coordinator has indicated this would not have been possible, or the potential even explored, had it not been for the *Serve-America* grant and the planting of the seed for this to happen.

APPENDIX C:

STUDENT SURVEY INSTRUMENTS

MORRISON INSTITUTE
FOR PUBLIC POLICY

Arizona Serve-America Program

Student Survey and Profile

Dear Student:

As you may know, the volunteer work/community service project you are involved in is part of an important national program supported by President Clinton and the United States Congress. This program is known as ***Serve-America.*** Through the program, schools and community organizations in Arizona and across the country encourage school-age youth to take part in volunteer activities in the community.

Part I. Student Survey

We would like your help in learning about you and the kinds of activities that you are involved in at school and in the community. This part of the survey asks questions that will help us learn about the attitudes and the activities of young people who are involved in volunteer activities/community service projects.

Please try to answer the questions as accurately and honestly as possible. Your answers to this survey are confidential. No one in your school or in your community will know how you answered any of the questions. There are no "right" or "wrong" answers. Just try to give the answer that best reflects how you think or feel. Thank you very much for your help with this important study!

***** Please use a # 2 pencil and fill in circles completely *****

Section A.

Were you involved in volunteer activities/community service projects last year?

○ No
○ Yes, a few times
○ Yes, on a regular basis

PROJECT CODE

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2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
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9	9	9	9

STUDENT ID#

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9	9	9

TODAY'S DATE

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3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

*Section B.

Below are sentences that have two different endings, one on the left and one on the right. Decide how you would finish each sentence and fill in the circle closest to that ending. Fill in circle 1 or circle 5 if you strongly agree with one of the statements. Fill in circle 2 or 4 if you agree with one of them, but not as strongly. For example, in the first question, filling in circle 4 would mean you "sort of" think taking care of people who are having difficulty caring for themselves is not your responsibility.

Please fill in only one circle. Do not mark between the circles. Remember, there are no right or wrong answers.

1. **Taking care of people who are having difficulty caring for themselves...**

is everyone's responsibility, including mine.				is not my responsibility.
①	②	③	④	⑤

2. **When it comes to saving energy...**

it's everyone's job to use less.				people worry too much about it.
①	②	③	④	⑤

3. **Getting actively involved in political or social issues...**

is not that important to community life.				is an important way to improve the community.
①	②	③	④	⑤

4. **Cleaning up parks or helping with other environmental projects...**

should be done by people who live in the area.				should be done by paid workers.
①	②	③	④	⑤

5. **Helping others without being paid...**

is not something people should feel they have to do.				is something everyone should feel they have to do.
①	②	③	④	⑤

---

* Student Survey questions (pp. 2-6) are taken from instruments developed by Search Institute for Abt Associates/Brandeis University, as part of the national evaluation of Serve-America.

6. Being concerned about state and local issues is...

an important responsibility
for everybody.

not something in which
most people should be
involved.

① ② ③ ④ ⑤

7. Keeping the environment safe and clean...

is something I don't feel
personally responsible for.

is something I do feel
personally responsible for.

① ② ③ ④ ⑤

8. Helping a person in need...

is something people should
do only for friends and relatives.

is something people
should do for anyone, even if
they don't know them.

① ② ③ ④ ⑤

9. Doing something about school-wide problems...

is a job for only a few students
who want to be involved.

is something every student
should be involved in.

① ② ③ ④ ⑤

10. Helping other people...

is something I feel a
strong need to do.

is something I prefer to let
others do.

① ② ③ ④ ⑤

11. Being actively involved in community issues...

is everyone's responsibility
including mine.

is not my
responsibility.

① ② ③ ④ ⑤

12. The problems of pollution and toxic waste...

are not something for
which individuals are responsible.

are everyone's responsibility
to stop.

① ② ③ ④ ⑤

13. Helping other people...

is something I feel personally responsible for.	is something I don't feel personally responsible for.

① ② ③ ④ ⑤

14. Recycling cans, bottles, and newspapers...

is too much hassle for me to bother with.	is everyone's job, including mine.

① ② ③ ④ ⑤

15. Working to improve the community...

is an important job for everyone, even beginners.	is only the job of people who know how to do it.

① ② ③ ④ ⑤

Section C.

1. In the past 6 months, have you done any of the following things? (Do not include the volunteer activities/ community service project in which you are currently involved.)

   a. Volunteered for a community organization that does socially useful work or become involved in a community service activity?

      ○ Yes
      ○ No

   b. Served as a volunteer counselor, mentor, or tutor?

      ○ Yes
      ○ No

   c. Written a letter to a newspaper, elected official, or government agency about an issue that you thought was important to the community?

      ○ Yes
      ○ No

   d. Become involved in a recycling project?

      ○ Yes
      ○ No

e. Taken part in a community project such as cleaning up a neighborhood park or working in a food bank?

○ Yes
○ No

f. Visited or helped take care of someone in a nursing home or hospital?

○ Yes
○ No

2. In the past 6 months, have you done any of the following things?

a. Looked after or visited a sick friend or relative?

○ Yes
○ No

b. Bought an item or run an errand for a person who was not able to do so for himself/herself?

○ Yes
○ No

c. Had a talk with a friend or relative about a personal problem he or she was having?

○ Yes
○ No

d. Helped to take care of a friend's or neighbor's house or property while they were away or unable to take care of it themselves?

○ Yes
○ No

e. Spent time teaching a friend or relative a skill that you have, such as playing a musical instrument, speaking another language, or cooking?

○ Yes
○ No

f. Lent a possession such as a book, record or car to a friend or relative?

○ Yes
○ No

g. Looked after the children of a friend or relative without being paid?

○ Yes
○ No

Section D.

Five years from now, how likely is it that you will be involved in the following activities? Please indicate whether it is very likely, somewhat likely, somewhat unlikely, or very unlikely.

		Very Likely	Somewhat Likely	Somewhat Unlikely	Very Unlikely
a.	Volunteer for a community service organization that does socially useful work or get involved in other community service activities.	○	○	○	○
b.	Serve as a volunteer counselor, mentor, or tutor.	○	○	○	○
c.	Write a letter to a newspaper, elected official, or government agency about an issue that you think is important to the community.	○	○	○	○
d.	Get involved with a recycling project.	○	○	○	○
e.	Take part in a community project such as cleaning up a neighborhood park or working in a food bank.	○	○	○	○
f.	Visit or help take care of someone in a nursing home or hospital.	○	○	○	○
g.	Vote in federal, state, or local elections (when I am old enough).	○	○	○	○

Section E.

1. How important is each of the following to you in your life? Please check whether it is not important at all, not very important, somewhat important, or very important.

		Not important at All	Not very Important	Somewhat Important	Very Important
a.	Having lots of money?	○	○	○	○
b.	Helping other people?	○	○	○	○
c.	Having lots of fun and good times?	○	○	○	○
d.	Helping to reduce hunger and poverty in the world?	○	○	○	○
e.	Being popular and well-liked?	○	○	○	○

2. How far would you like to go in school if you could? (fill in one)

○ Drop out of high school before graduation
○ Earn a GED
○ Graduate from high school
○ Graduate from a 2-year college
○ Graduate from a 4-year college
○ Attend graduate school (e.g., Master's, Ph.D.)

3. How far do you expect to go in school? (fill in one)

○ Drop out of high school before graduation
○ Earn a GED
○ Graduate from high school
○ Graduate from a 2-year college
○ Graduate from a 4-year college
○ Attend graduate school (e.g., Master's, Ph.D.)

Part II. Student Profile

We are interested in learning about the students who are involved in the Serve-America community service programs in Arizona. This part of the survey is designed to find out important information about you. **All of your answers are strictly confidential and will not be shared with your teachers, parents or anybody in the community.**

The following 31 questions ask about your background in school and at home. If some questions make you uncomfortable, you may leave them blank. Please take the time to read all questions carefully and give an honest answer. Thank you for your help!

DIRECTIONS: Please mark only ONE answer that best describes you.

1. Gender

○ Male
○ Female

2. Your racial/ethnic group

○ Anglo
○ African American
○ Hispanic
○ Native American
○ Other

3. Age

○ 11-12
○ 13-14
○ 15-16
○ 17-18
○ 19 or older

4. Overall, how were your grades last year?

○ Mostly A's
○ Mostly B's
○ Mostly C's
○ Less than C-average

5. What language is spoken most at your home?

○ English
○ Spanish
○ Native American
○ Other

6. Do you live with your parent(s)?

○ Yes, with both of my parents
○ Yes, with one parent and one stepparent
○ Yes, but with my mother only OR father only
○ No, I'm on my own
○ Other

7. Have you ever been pregnant, or caused someone to become pregnant?

○ Yes
○ No (GO TO QUESTION 9.)

8. Do you have any children of your own?

○ Yes
○ No

(For items 9 through 11, "guardian" means an adult in your home who is responsible for you.)

9. What is your mother's (or female guardian's) highest level of education?

○ Completed less than high school
○ Graduated from high school
○ Completed some postsecondary training or college
○ Graduated from a four-year college
○ Don't know/don't have a mother (female guardian) living at home

10. What is your father's (or male guardian's) highest level of education?

○ Completed less than high school
○ Graduated from high school
○ Completed some postsecondary training or college
○ Graduated from a four-year college
○ Don't know/don't have a father (male guardian) living at home

11. What does your mother (or female guardian) do?

○ Not employed outside the home
○ Laborer or clerical (examples: construction worker, secretary)
○ Agricultural (examples: rancher, farmer)
○ Professional (examples: medical field, business manager)
○ Don't know/don't have a mother (female guardian)

12. What does your father (or male guardian) do?

○ Not employed outside the home
○ Laborer or clerical (examples: construction worker, secretary)
○ Agricultural (examples: rancher, farmer)
○ Professional (examples: medical field, business manager)
○ Don't know/don't have a father (male guardian)

13. Do you have a paying job?

○ No
○ Yes, and I work 20 hours or less each week
○ Yes, and I work more than 20 hours each week

14. How many school or community clubs/groups were you involved in last year (sports, school clubs, church groups, etc.)?

○ 3 or more
○ 1-2
○ 0

15. How much do your responsibilities (work or other activities) get in the way of doing your school work?

○ Do not get in the way
○ Get in the way some
○ Get in the way a lot

16. Do you have BOTH running water AND electricity where you live?

○ Yes, all the time
○ Yes, some of the time
○ No

17. Do you have a telephone where you live?

○ Yes
○ No

18. Do you feel safe and protected in the place where you live?

○ Yes, always
○ Yes, some of the time
○ No

19. How long have you been attending school in the United States?

○ More than 3 years
○ 1-3 years
○ Less than 1 year

20. How many different school districts have you attended in the last two years?

○ 1
○ 2
○ 3 or more

21. During elementary school, how many times were you held back in a grade?

○ 0
○ 1
○ 2 or more times

22. Have any of your brothers or sisters dropped out of school?

○ Do not have any brother(s) or sister(s)
○ No
○ Yes

23. Have you ever dropped out (or been kicked out) of school?

○ No
○ Yes, for less than one semester
○ Yes, for more than one semester

24. How would you describe your health (physical condition)?

○ Excellent
○ Good
○ I am sick a lot

25. How often did you use drugs or alcohol last year?

○ Never OR only once or twice
○ Once in a while (1-3 times a month)
○ A lot (at least once a week)

26. Have you seriously considered suicide?

○ No
○ Yes, but I never tried to do it
○ Yes, and I attempted to do it

27. Did you skip school last year?

○ Never OR only once or twice
○ Once in a while (1-3 times a month)
○ A lot (at least once a week)

28. Have you ever been placed on out-of-school suspension or expelled from school?

○ No
○ Yes, 1-2 times
○ Yes, more than 2 times

29. Have you ever been convicted of a crime?

○ No
○ Yes, and I am currently on probation
○ Yes, but I am no longer on probation

30. How much do your parents or guardians encourage you to do well in school?

○ A lot of encouragement
○ Some encouragement
○ No OR very little encouragement

31. How often do your parents or guardians attend school activities (for example, parent-teacher conferences)?

○ A lot
○ Once in a while
○ Never OR hardly ever

MORRISON INSTITUTE
FOR PUBLIC POLICY

Arizona Serve-America Program

Follow-up Student Survey*

Dear Student:

As you may know, the volunteer work/community service project you were involved in this year is part of an important national program supported by President Clinton and the United States Congress. This program is known as ***Serve-America.*** Through the program, schools and community organizations in Arizona and across the country encourage school-age youth to take part in volunteer activities in the community.

This survey is the second of two surveys focusing on the attitudes and activities of young people who are involved in volunteer work/community service projects in Arizona.

Please try to answer the questions as accurately and honestly as possible. Your answers to this survey are confidential. No one in your school or in your community will know how you answered any of the questions. There are no "right" or "wrong" answers. Just try to give the answer that best reflects how you think or feel. Thank you very much for your help with this important study!

***** Please use a # 2 pencil and fill in circles completely *****

Section A.

PROJECT CODE

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

STUDENT ID#

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

TODAY'S DATE

0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

*Survey questions are taken from instruments developed by Search Institute for Abt Associates/Brandeis University, as part of the national evaluation of Serve-America.

Section B.

The following questions are about the volunteer work/community service activities you participated in as part of the Serve-America program.

1. Overall, how satisfied were you with your community service experience?

○ Very satisfied
○ Somewhat satisfied
○ Somewhat dissatisfied
○ Very dissatisfied

2. How helpful do you feel that the service you performed was **to the community?**

○ Very helpful
○ Somewhat helpful
○ Not very helpful
○ Not helpful at all

3. How helpful do you feel that the service you performed was **to the individual people you served?**

○ Very helpful
○ Somewhat helpful
○ Not very helpful
○ Not helpful at all

4. Did you learn a particular skill that will be useful to you in the future?

○ Yes
○ No

5. Do you feel that all students should be encouraged to participate in volunteer work/community service activities?

○ Yes
○ No

6. Should all students be required to participate in volunteer work/community service activities?

○ Yes
○ No

7. How many hours in total did you spend on your volunteer work/community service activities?

○ less than 25 hours
○ 26-50 hours
○ 51-75 hours
○ 76-100 hours
○ more than 100 hours

8. Did you work as part of a team (group, crew, etc.), on an individual assignment), or both?

○ Team
○ Individual
○ Both as part of a team and on an individual assignment

9. What kind of volunteer work/community service activities did you do? (CHECK ALL THAT APPLY)

○ Education (tutoring, etc.)
○ Community improvement (neighborhood cleanup, etc.)
○ Human services (visiting nursing homes, etc.)
○ Conservation (recycling, etc.)
○ Disaster repair (flood cleanup, etc.)
○ Public safety (first aid, etc.)
○ Other (special events, public surveys, etc.)

10. Did you design or select your specific community service project or activity, or were you assigned an activity by someone else?

○ Designed it myself/helped design it
○ Was assigned

11. Did your volunteer work/community service experience include time set aside in class when you talked about your service experience?

○ Yes
○ No

12. Did you keep a journal or diary as part of your volunteer work/community service activity?

○ Yes
○ No

13. Did you develop a really good personal relationship with someone during your volunteer work/community service activity?

○ Yes
○ No (GO TO QUESTION 14)

If yes, who was that person? (CHECK ALL THAT APPLY)

○ My supervisor at the volunteer activity/community service activity
○ Another adult working at the volunteer activity/community service activity
○ A teacher
○ Another student working at the same volunteer activity/community service activity
○ A person I was helping
○ Other (Who?____________________________)

14. Compared to classes you've taken in school, how much did you learn from your volunteer work/community service activity?

○ Much more
○ More
○ About the same
○ Less
○ Much less

15. The following statements can be used to describe volunteer work/community service activities. Please tell us how often each statement is true for your volunteer work/community service activities: practically never, once in a great while, sometimes, fairly often, or very often.

	Practically Never	Once in a Great While	Sometimes	Fairly Often	Very Often
a. I had real responsibilities	○	○	○	○	○
b. I had challenging tasks	○	○	○	○	○
c. I made important decisions	○	○	○	○	○
d. I discussed my experiences with teachers	○	○	○	○	○
e. I did things myself instead of observing	○	○	○	○	○
f. I had freedom to develop and use my own ideas	○	○	○	○	○
g. I discussed my experiences with my family and friends	○	○	○	○	○
h. Adults at the site took a personal interest in me	○	○	○	○	○
i. I had freedom to explore my own interests	○	○	○	○	○
j. I had a variety of tasks to do at the site	○	○	○	○	○
k. I needed more help from my supervisor	○	○	○	○	○
l. Adults criticized me or my work	○	○	○	○	○
m. I felt I made a contribution	○	○	○	○	○

Section C.

Below are sentences that have two different endings, one on the left and one on the right. Decide how you would finish each sentence and fill in the circle closest to that ending. Fill in circle 1 or circle 5 if you strongly agree with one of the statements. Fill in circle 2 or 4 if you agree with one of them, but not as strongly. For example, in the first question, filling in circle 4 would mean you "sort of" think taking care of people who are having difficulty caring for themselves is not your responsibility.

Please fill in only one circle. Do not mark between the circles. Remember, there are no right or wrong answers.

1. **Taking care of people who are having difficulty caring for themselves...**

is everyone's responsibility, including mine.	is not my responsibility.

① ② ③ ④ ⑤

2. **When it comes to saving energy...**

it's everyone's job to use less.	people worry too much about it.

① ② ③ ④ ⑤

3. **Getting actively involved in political or social issues...**

is not that important to community life.	is an important way to improve the community.

① ② ③ ④ ⑤

4. **Cleaning up parks or helping with other environmental projects...**

should be done by people who live in the area.	should be done by paid workers.

① ② ③ ④ ⑤

5. **Helping others without being paid...**

is not something people should feel they have to do.	is something everyone should feel they have to do.

① ② ③ ④ ⑤

6. **Being concerned about state and local issues is...**

an important responsibility for everybody.	not something in which most people should be involved.

① ② ③ ④ ⑤

7. **Keeping the environment safe and clean...**

is something I don't feel personally responsible for.	is something I do feel personally responsible for.

① ② ③ ④ ⑤

8. **Helping a person in need...**

is something people should do only for friends and relatives.	is something people should do for anyone, even if they don't know them.

① ② ③ ④ ⑤

9. **Doing something about school-wide problems...**

is a job for only a few students who want to be involved.	is something every student should be involved in.

① ② ③ ④ ⑤

10. **Helping other people...**

is something I feel a strong need to do.	is something I prefer to let others do.

① ② ③ ④ ⑤

11. **Being actively involved in community issues...**

is everyone's responsibility including mine.	is not my responsibility.

① ② ③ ④ ⑤

12. **The problems of pollution and toxic waste...**

are not something for which individuals are responsible.	are everyone's responsibility to stop.

① ② ③ ④ ⑤

13. **Helping other people...**

is something I feel personally responsible for.	is something I don't feel personally responsible for.

① ② ③ ④ ⑤

14. **Recycling cans, bottles, and newspapers...**

is too much hassle for me to bother with.	is everyone's job, including mine.

① ② ③ ④ ⑤

15. **Working to improve the community...**

is an important job for everyone, even beginners.	is only the job of people who know how to do it.

① ② ③ ④ ⑤

Section D.

1. In the past 6 months, have you done any of the following things?

   a. Volunteered for a community organization that does socially useful work or become involved in a community service activity?

      ○ Yes
      ○ No

   b. Served as a volunteer counselor, mentor, or tutor?

      ○ Yes
      ○ No

   c. Written a letter to a newspaper, elected official, or government agency about an issue that you thought was important to the community?

      ○ Yes
      ○ No

   d. Become involved in a recycling project?

      ○ Yes
      ○ No

e. Taken part in a community project such as cleaning up a neighborhood park or working in a food bank?

○ Yes
○ No

f. Visited or helped take care of someone in a nursing home or hospital?

○ Yes
○ No

2. In the past 6 months, have you done any of the following things?

a. Looked after or visited a sick friend or relative?

○ Yes
○ No

b. Bought an item or run an errand for a person who was not able to do so for himself/herself?

○ Yes
○ No

c. Had a talk with a friend or relative about a personal problem he or she was having?

○ Yes
○ No

d. Helped to take care of a friend's or neighbor's house or property while they were away or unable to take care of it themselves?

○ Yes
○ No

e. Spent time teaching a friend or relative a skill that you have, such as playing a musical instrument, speaking another language, or cooking?

○ Yes
○ No

f. Lent a possession such as a book, record or car to a friend or relative?

○ Yes
○ No

g. Looked after the children of a friend or relative without being paid?

○ Yes
○ No

Section E.

Five years from now, how likely is it that you will be involved in the following activities? Please indicate whether it is very likely, somewhat likely, somewhat unlikely, or very unlikely.

		Very Likely	Somewhat Likely	Somewhat Unlikely	Very Unlikely
a.	Volunteer for a community service organization that does socially useful work or get involved in other community service activities.	○	○	○	○
b.	Serve as a volunteer counselor, mentor, or tutor.	○	○	○	○
c.	Write a letter to a newspaper, elected official, or government agency about an issue that you think is important to the community.	○	○	○	○
d.	Get involved with a recycling project.	○	○	○	○
e.	Take part in a community project such as cleaning up a neighborhood park or working in a food bank.	○	○	○	○
f.	Visit or help take care of someone in a nursing home or hospital.	○	○	○	○
g.	Vote in federal, state, or local elections (when I am old enough).	○	○	○	○

Section F.

1. How important is each of the following to you in your life? Please check whether it is not important at all, not very important, somewhat important, or very important.

		Not important at All	Not very Important	Somewhat Important	Very Important
a.	Having lots of money?	○	○	○	○
b.	Helping other people?	○	○	○	○
c.	Having lots of fun and good times?	○	○	○	○
d.	Helping to reduce hunger and poverty in the world?	○	○	○	○
e.	Being popular and well-liked?	○	○	○	○

2. How far would you like to go in school if you could? (fill in one)

○ Drop out of high school before graduation
○ Earn a GED
○ Graduate from high school
○ Graduate from a 2-year college
○ Graduate from a 4-year college
○ Attend graduate school (e.g., Master's, Ph.D.)

3. How far do you expect to go in school? (fill in one)

○ Drop out of high school before graduation
○ Earn a GED
○ Graduate from high school
○ Graduate from a 2-year college
○ Graduate from a 4-year college
○ Attend graduate school (e.g., Master's, Ph.D.)

APPENDIX D:

METHODOLOGICAL NOTES ON THE CONNECTEDNESS STUDY

Deriving Raw Scores on the "At-Risk Inventory" and Pretest Survey Questions

On the "At-Risk Inventory" and "Involvement-Connectedness" instruments, the intent was to sum student responses to derive raw scores for each scale. Raw scores were intended to form the basis for determining the correlation between involvement-connectedness and at-riskness. Missing data on both sections of the survey systematically affected the interpretation of raw scores on each scale. In the involvement-connectedness section, respondents choosing not to respond to certain questions may have appeared *more* involved-connected than they possibly were; in contrast, respondents not answering all items in the at-risk profile may have appeared *less* at-risk.

Missing data were handled as follows. Individual student raw score values were derived based on the proportion of responses given. For example, if a respondent answered 12 of 15 "involvement" questions in Part I, Section B, the values of the 12 responses were summed and divided by 12. This value is the average response for the questions answered. Next, each respondent's average was multiplied by a weight of 15 (total possible questions for Part I, Section B) in order to bring the average back to a comparable "raw score" format.

Because this method involves using averages, it was necessary to break each of the survey's sections into subsets of questions having the same number of possible responses. The subsets from the Student Survey included Section A (the single volunteer question with three possible responses), Section B (questions B1-B15 with five possible responses each), Section C (questions C1a-C2g with two possible responses each), and Section D (questions Da-Dg with four possible responses each). Each subset proportion was multiplied by its appropriate weight factor (1, 15, 13, 7, respectively). The four weighted values were then summed to create a Section 1 "involvement-connectedness" raw score.

The same process was used to generate a raw score for the Student Profile. In this case, however, there were no inherently logical subgroupings of questions by section. Therefore, subsets were created based on the number of "values" pertaining to each question (i.e., subsets for questions with two, three, and four values). While some questions had several possible responses, subsets were based on "at-risk factor" *values* preassigned by Morrison Institute researchers (e.g., question 5 has four responses but only two "at-risk factor" values — English or not English). The subsets generated were:

1) Questions 5, 7, 8, 13, 14, 17, 22 (two possible values each)

2) Questions 11, 12, 15, 16, 18, 19, 20, 21, 23-28, 30, 31 (three possible values each); and

3) Questions 4, 9, 10 (four possible values each).

The subset proportions were then multiplied by their respective weights (7, 17, 3, respectively) and summed to form a Section 2 "at-riskness" raw score.

The SAS procedure "Corr" was then used to generate correlation coefficients between the Section 1 and Section 2 raw scores. SAS procedure "Reg" was used to determine the variation in involvement-connectedness explained by at-riskness.

Morrison Institute for Public Policy

Established in 1981 through a gift from the Morrison family of Gilbert, Arizona, Morrison Institute for Public Policy is an Arizona State University (ASU) resource for public policy research, expertise, and insight. The Institute conducts research on public policy matters, informs policy makers and the public about issues of importance to Arizona, and advises leaders on choices and actions. A center in the School of Public Affairs (College of Public Programs), Morrison Institute helps make ASU's resources accessible by bridging the gap between the worlds of scholarship and public policy.

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